

Notice of Meeting and Agenda

Education, Children and Families Committee Sub-Committee on Standards for Children and Families

2.30 pm, Monday 1 December 2014

Mandela Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend.

Contact

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1. Order of business

- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2. Declaration of interests

- 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the nature of their interest.

3. Minutes

- 3.1 Sub-Committee on Standards for Children and Families 8 September 2014 (circulated) – submitted for approval as a correct record.

4. Protocols

- 4.1 Protocols for the Conduct of the Sub-Committee on Standards for Children and Families (circulated).

5. Inspection Reports

- 5.1 Clermiston Primary School and Nursery Class – Inspection – report by the Director of Children and Families (circulated).

(Councillors Aldridge, Cairns and Keil invited for ward/catchment interest)
- 5.2 Broomhouse Primary School and Nursery Class – Inspection – report by the Director of Children and Families (circulated).

(Councillors Dixon and Milligan and Lord Provost Wilson invited for ward/catchment interest)

6. Inspection Follow Through Reports

- 6.1 Royal Mile Primary School – Inspection Follow Through – report by the Director of Children and Families (circulated).
- 6.2 Braidburn School – Further Inspection – report by the Director of Children and Families (circulated).

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

Councillors Godzik (Convener), Aitken, Child, Fullerton, Lewis, Main, Paterson and Redpath, and Mr A C Duncan (Religious Representative)

Members are reminded that they may appoint substitutes.

School representatives invited

2.30 pm – Clermiston Primary School and Nursery Class

Gordon McIntyre, Head Teacher
Parent Representative

3.00 pm – Broomhouse Primary School and Nursery Class

Jamie Petrie, Head Teacher
Parent Representative

Information about the Sub-Committee on Standards for Children and Families

The Sub-Committee on Standards for Children and Families consists of 8 Councillors and a religious representative of the Education, Children and Families Committee.

The Sub-Committee on Standards for Children and Families usually meets in the City Chambers on the High Street in Edinburgh. The meeting is open to members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Susan Weir, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, East Market Street, Edinburgh; Tel 0131 529 4107; Email susan.weir@edinburgh.gov.uk

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

Education, Children and Families Committee Sub-Committee on Standards for Children and Families

2:30pm Monday 8 September 2014

Present:

Councillors Godzik (Convener), Child, Fullerton, Main and Paterson; Mr A C Duncan

Non-Members Attending:

Oaklands School and Nursery Class

Maureen Mathieson, Head Teacher

Avril Elliot, Chair, Parent Council

James Gillespie's Primary School and Nursery Class

Anthea Grierson, Head Teacher

Tricia Parkhouse, Depute Head Teacher

Kirsten Johnston, Principal Teacher

John Beattie, Chair, Parent Council

Peter Gorrie, Quality Improvement Officer

1. Minute

Decision

To approve the minute of meeting of the Sub-Committee on Standards for Children and Families of 10 February 2014 as a correct record subject to the addition of the following decision at item 7 – Cowgate Under 5s Centre – Inspection:

- “3) That the outstanding and innovative work of the Centre should be shared more widely.”

2. Protocols for the Conduct of Meetings of the Sub-Committee on Standards for Children and Families

Protocols for the Sub-Committee on Standards for Children and Families were submitted.

Decision

To note the protocols.

(Reference – Protocols for the Conduct of the Sub-Committee on Standards for Children and Families, submitted)

3. Oaklands School and Nursery Class - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Oaklands School and Nursery Class. A letter dated 26 August 2014 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school and nursery class were doing.

The Head Teacher was heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school and the nursery class.

Decision

- 1) To note the findings of the report including the areas where the education authority and the school should continue to improve the school.
- 2) To congratulate the Head Teacher and her staff for achieving such a positive inspection report.
- 3) To receive an authority inspection follow through report.

(Reference – report by the Director of Children and Families, submitted)

4. James Gillespie's Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland on James Gillespie's Primary School. A letter dated 24 June 2014 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was doing.

The Head Teacher, Depute Head Teacher and Principal Teacher were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school.

Decision

- 1) To note the findings of the report including the areas where the education authority and the school should continue to improve the school.
- 2) To receive an authority inspection follow through report.

(Reference – report by the Director of Children and Families, submitted)

5. The Royal High Primary School – Inspection Follow Through Report

HM Inspectors from Education Scotland had published a report on the quality of education in The Royal High Primary School. The school with support from the education authority had amended the school improvement plan to take account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and a progress report had been produced for parents.

Decision

- 1) To note the progress made to date from the original inspection in June 2012.
- 2) To note that the education authority would not publish further reports in connection with the 2012 HMIE report.

(References – Sub-Committee on Standards for Children and Families 2 October 2012 (item 4); report by the Director of Children and Families, submitted)

8. Towerbank Primary School – Inspection Follow Through Report

HM Inspectors from Education Scotland had published a report on the quality of education in Towerbank Primary School. The school with support from the education authority had amended the school improvement plan to take account of the findings of the inspection.

The education authority had recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and a progress report had been produced for parents.

Decision

- 1) To note the progress made to date from the original inspection in December 2011.
- 2) To note that the education authority would not publish further reports in connection with the 2012 HMIE report.

(Reference – report by the Director of Children and Families, submitted)

(References – Sub-Committee on Standards for Children and Families 5 September 2012 (item 4); report by the Director of Children and Families, submitted)

Declaration of Interest

Councillor Child declared a non-financial interest in the above item as the grandmother of a child attending Towerbank Primary School.

9. Early Years Inspection Feedback - Outcomes from Education Scotland Inspections and Care Inspectorate Inspections and Centres' Own Self-Evaluation June 2013 to June 2014

Outcomes of inspections from Education Scotland, Care Inspectorate and Centres' own self-evaluation were used to inform the education authority of the significant strengths and areas for development in early years education.

Details were given of inspection reports published for nursery schools and early years centres, partner provider centres and primary schools with nursery classes between June 2013 and June 2014.

Information was also provided on centres' own self-evaluation received by July 2014 on the quality of the learners' experiences and meeting learners' need during the same period.

Decision

- 1) To note the high number of strengths identified through Education Scotland and Care Inspectorate inspections.
- 2) To note that steps would be taken to address the identified areas for development.
- 3) To receive further monitoring reports on progress.

(Reference – report by the Director of Children and Families, submitted)

10. Primary, Secondary and Special Schools - Outcomes from HM Inspections and Self-Evaluation June 2013 to June 2014

Details were given of the significant outcomes from HM inspection reports published for selected primary and secondary schools in the City between June 2013 and June 2014.

Information was also given through schools' self-evaluation on the quality of the learners' experiences and meeting learners' needs across all primary and secondary schools during the same period.

Decision

- 1) To note the number of strengths identified through HMIE and validated self-evaluation within primary and secondary schools.
- 2) To note that steps would be taken to address the identified areas for development.

(Reference – report by the Director of Children and Families, submitted)

PROTOCOLS FOR THE CONDUCT OF THE SUB-COMMITTEE ON STANDARDS FOR CHILDREN AND FAMILIES

Item No. 4.1

Through its meetings, the aim of the Sub-Committee on Standards for Children and Families is to provide a high quality experience for staff, parents or carers, officers, members of the community and Sub-Committee members and to ensure that the work of the Sub-Committee is seen in the context of the wider support and challenge process.

- The Convener of the Sub-Committee will provide a high quality experience by ensuring that agenda items run to agreed times. That is, normally and unless agreed otherwise, 30 minutes for each agenda item (pre-school generally 20 minutes), where establishment staff, parents or carers, or members of management committees, voluntary organisations or members of the community have been invited to attend.
- There will be a maximum of three attendees for each agenda item.
- In the case of a school or pre-five establishment, the head teacher or manager and two others, at least one of whom should be a parent/carer representative will be invited to attend the Sub-Committee; also the Chair of the Parent Council where appropriate.
- In the case of a secure unit or a young people's centre, the manager and two others will be invited to attend.
- In the case of a community learning and development centre, the community learning and development worker will be invited along with two others, one of whom should be the chair of the management committee. In the case of community learning and development teams, the senior community learning and development worker and two others will be invited to attend.
- In the case of a voluntary organisation, up to three representatives will be invited to attend.
- Invitations to attend will be issued in good time.
- Meetings will be cancelled only in exceptional circumstances.
- Attendees will be invited as appropriate, and will be briefed on procedures, through written guidelines, and verbally as required.
- Requests for deputations must be referred for consideration to the Education, Children and Families Committee.

- Sub-Committees will have the opportunity to have a briefing from the officials ahead of the start of the meeting.
- On arrival, visitors will be met, shown to a suitable waiting area and given information on how long they can expect to wait.
- The setting of the Sub-Committee will be organised to ensure that it is as welcoming as possible.
- The Director's representative will provide a thorough briefing to the Sub-Committee.
- Following introduction, the council official will summarise the strengths and areas for development within the report. The invitees will be invited to speak briefly to the report, focusing on sharing their plans for improvement and also describing the experience of inspection/review. Any local elected member(s) in attendance will also be invited to express his or her own views.
- The Chair will then invite questions from members of the Sub-Committee, based on the contents of the report and the comments of invited guests. The aim throughout will be to maintain a focused and high quality dialogue about the process and the contents of the report being presented, carried out in the context of support and challenge.
- Any issues raised from the report during the meeting which require further action will be highlighted and action agreed.
- Finally, the chair will draw the item to a conclusion, provide an appropriate summing up, and thanks to all those involved in the process.
- Following the meeting, appropriate letters will be issued to head teachers or managers summarising the conclusions of the meeting and highlighting positive aspects of the report/review.
- The Sub-Committee may request additional follow-up reports.
- The Sub-Committee minutes will normally be submitted to the next scheduled Sub-Committee meeting for approval. A decision requiring a major change in policy, or the allocation of additional (unbudgeted) funding, will be referred to the Education, Children and Families Committee for approval.

Additional Information on Education Scotland/HMIE visits.

HMIE is now part of Education Scotland. Education Scotland schedule a series of visits to schools and establishments each academic session. As schools continue to improve self-evaluation (ie. knowing themselves well and having greater capacity for improvement) the need for external review has been reduced. Education Scotland have therefore moved to a more proportionate approach. Previously schools were inspected as part of the generational cycle which for primary schools was every 7 years and for secondary schools every 6 years. This is no longer the case and the number of inspections being undertaken over an academic session has been reduced.

Currently, the City of Edinburgh Quality Improvement team undertake a follow through visit led by Quality Improvement staff which results in a report within 2 years of the initial Education Scotland inspection. If Education Scotland do not disengage from the school following inspection but plan to return either within 1 or 2 years, this would replace the follow through report by the local authority.

Local authority follow through reports are brought to the education, children and families standards sub-committee however the attendance of the Headteacher is not required unless an elected member wishes to specifically request the attendance of the Headteacher.

Education Scotland reports

These are now in letter form and in parent friendly language. They are structured under 3 main questions;

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How well does the school improve the quality of its work?

In addition, the school receive evaluation grades on a 6 point scale for **5 quality indicators**:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learners' needs
- 5.1 Curriculum
- 5.9 Self-evaluation

In primary schools where they have a nursery provision, there will be separate evaluations for nursery for 1.1, 2.1 and 5.3

The **6 point scale** is as follows:

Grade	Evaluation
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

In the last paragraph of the report, Education Scotland will indicate if they will continue engagement with the school. This can be through a further visit with 1 or 2 years or further engagement through the Education Scotland Area Lead Officer who will work with the Quality Improvement Team to secure further improvements.

How well do children/young people learn and achieve?

This question focuses on attainment and achievement, including comments regarding progress of learners' in literacy and numeracy, the quality of learning and teaching including the involvement of pupils as active participants in their learning, and how children and young people are involved in planning and discussing their own learning. It will also focus on how children and young people are supported to develop their leadership skills.

How well does the school support children/young people to develop and learn?

This question focuses on meeting the needs of all children including those children and young people with additional support needs and on pastoral support. It also focuses on the curriculum; both curriculum planning at a strategic level and the quality of programmes and courses. It will also focus on how well learning and teaching approaches meet pupils' needs through eg. the pace and challenge of learning and how the planning of learning experiences allows learners to learn in different ways through different activities and approaches.

How well does the school improve the quality of its work?

This question focuses on leadership, quality assurance and self-evaluation. It will focus on how well a school's self-evaluation is leading to improvement, the development of leadership of staff, the effective engagement with a range of partners including parents and the school's capacity to improve further.

Karen Prophet
Senior Education Manager (Schools, Quality & Curriculum)
February 2014

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30 pm, Monday, 1 December 2014

Primary School Inspection at Clermiston Primary School and Nursery Class

Item number	5.1
Report number	
Wards	Ward 3: Drumbrae/Gyle

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection at Clermiston Primary School and Nursery Class

Summary

- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Recommendations

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
- receive an Education Scotland inspection follow through report within one year of the publication date of the inspection letter.

Measures of success

The report identified the following key strengths:

- polite, friendly children who are eager to learn;
- staff teamwork and commitment to improving the quality of children's experiences and achievements; and
- the positive start made by the headteacher in improving the work and ethos of the school.

Financial impact

There are no financial implications contained in the ES report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading / external references

<http://www.educationscotland.gov.uk/inspectionandreview/reports>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	1. Inspection letter to parent/carer 2. Evaluations

2 September 2014

Dear Parent/Carer

**Clermiston Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how well children are progressing in their numeracy skills and their participation in the life and work of the school. We also looked at the school's revised approach to planning the curriculum at the primary stages. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children in the nursery class are learning and achieving well. Across the primary stages, children are capable of achieving more. In the nursery class, children are happy and settled, and familiar with the daily routines. Most play well in small groups, developing their skills in taking turns and sharing toys. They are independent, for example when serving themselves snacks. Children enjoy playing imaginatively on the outdoor 'train' planning trips or when joining in with singing games. There is scope to involve children more in planning and recording their learning. At the primary stages, most children enjoy school where they feel safe and well cared for. Most are well behaved and keen to learn, particularly when given challenging tasks and stimulating activities. Teachers increasingly plan lessons which engage children more actively in their learning. In some lessons, children benefit from engaging in high-quality discussion, creative thinking and leading their learning. Teachers are working together to ensure that this is a more consistent and regular experience in all lessons across the school. Almost all children settle quickly to tasks and work well together in pairs and groups. They have begun to evaluate their learning but, overall, are not clear enough about their learning targets or how to improve. Across the school, children are actively involved and achieve success in a range of sporting, cultural, and community events such as the 'Curtains Up' school show. Children can readily identify valuable life skills such as self-reliance and teamwork as a result of their experiences. They enhance their citizenship and leadership skills through participation in the pupil council, eco committee and fund-raising activities. Older children express themselves well and demonstrate the ability to take the initiative and lead in their roles as house captains and buddies for younger children.

At the nursery stage, most children listen well to stories and engage well in conversations with adults and other children. The majority can express ideas and opinions with confidence. Children enjoy hearing stories and looking at books. They are developing an awareness of letter names and sounds and the link between the written and spoken word. Most older children can recognise their name in print and a few are using story books independently. Children's knowledge of early number is progressing well and most can sort, sequence and match items according to size, shape and colour. At the primary stages, children, including those with additional support needs, are making satisfactory progress in English language and mathematics. Most children listen attentively to their teacher and to each other. They are able to share their views and engage in debate about a range of topics. However, they need to develop their skills in building on others' contributions, asking searching questions and sustaining their discussions. The majority of children read fluently and with expression. Children told us that they would like to improve the range of texts available to increase their motivation and interest in reading. They write for a variety of purposes and audience but could be encouraged to take more care in presentation and to write at greater length more often. In mathematics, children could be making better progress from prior levels of attainment. At the early stages, children are developing their numeracy skills well through regular opportunities to apply their learning in real-life contexts. From P3 to P6, children's skills in mental and written calculations need to be improved. By P7, children are able to calculate the area of simple two-dimensional shapes and are able to solve simple algebraic equations. Children at all stages are not always confident in identifying and using a range of strategies to solve mathematical problems. Across the school, children understand the importance of a healthy diet and lifestyle.

How well does the school support children to develop and learn?

In the nursery and primary classes, almost all staff provide a welcoming, supportive and caring learning environment for children. In the nursery, staff are beginning to plan activities to take more account of children's interests and learning needs. Children would benefit from a wider range of activities which develop their independence and extend their learning. At the primary stages, teachers provide a range of tasks, activities and resources which are well-paced and at the right level of difficulty for the majority of children. We have asked teachers to improve the pace of lessons and use of teaching time to create more challenge for all children. There are teachers who are very skilful in planning stimulating and interesting tasks which meet the varying needs of children in their class. This good practice should be shared more widely across the school. In a few lessons, the choice of learning activities did not motivate or engage children, leading to misbehaviour. The support for learning teacher provides helpful guidance and advice to all staff to support children with additional learning needs. Staff need to ensure that learning targets within individual support plans for children with additional needs are clear, and that children are involved more fully in setting and reviewing their own targets, to ensure they achieve as highly as possible.

Across the school, staff are now taking more account of Curriculum for Excellence guidance to improve the range and quality of teaching programmes and learning experiences for children. They are working well with colleagues in neighbouring schools to develop the curriculum and share standards. As a result, children have

improving opportunities to learn actively and influence what they are learning about in their topic work. The curriculum is enriched through a variety of visits and visitors. Staff recognise the need to improve curriculum progression to ensure that children's learning builds more effectively on their prior knowledge and their interests. At the early stages, a more structured programme for numeracy ensures children make better progress. Children take part in two hours of good quality physical education each week. Currently, children are provided with a broad curriculum. The school needs to ensure children experience a more balanced programme of learning across all curriculum areas.

How well does the school improve the quality of its work?

In his short time in post, the headteacher has gained the trust and respect of staff, parents and children. He has made a positive start in identifying the required actions to improve the school and established a more reflective and evaluative culture amongst staff. Teamwork and morale continue to grow, with staff now feeling empowered to influence change and make improvements. The recently-appointed deputy headteacher and principal teacher support the headteacher well and now need to provide more direct support and challenge for staff to drive forward improvement. The school has a suitable range of approaches to self-evaluation which are contributing to some improvements in children's experiences and achievements. Teachers are not yet using these approaches consistently across the school to ensure improvements for children. Across the nursery and the primary stages, staff are hardworking and caring. They want to improve children's learning experiences and develop children's skills. To achieve this, they need to develop their skills in evaluating their own work and using evidence to identify and address areas for improvement needed in children's learning and achievement. The school is at the early stages of monitoring and tracking children's progress effectively. Your children would like more of a say in how to improve their learning and contribute to decision-making about their school.

During the previous Care Inspectorate inspection of the nursery, the school had no requirements and three recommendations which have been partially addressed. Outstanding issues relating to these recommendations are carried forward in this inspection. As a result of this inspection, there are two requirements and four recommendations.

This inspection found the following key strengths.

- Polite, friendly children who are eager to learn.
- Staff teamwork and commitment to improving the quality of children's experiences and achievements.
- The positive start made by the headteacher in improving the work and ethos of the school.

We discussed with staff and the City of Edinburgh Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to improve the quality of learning to meet the needs of children more effectively.

- Continue to develop and improve further the curriculum, taking full account of Curriculum for Excellence guidance.
- Develop consistent and rigorous approaches to self-evaluation, including monitoring and tracking children's progress to ensure they attain as highly as possible.

What happens at the end of the inspection?

As a result of our inspection findings, we think that the school and nursery class need additional support and more time to make necessary improvements. Our Area Lead Officer will work with the City of Edinburgh Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school and nursery class has improved.

Fiona Robertson
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ClermistonPrimarySchoolEdinburghCity.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Clermiston Primary School

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	satisfactory
Improvement through self-evaluation	weak

Here are the Care Inspectorate's gradings.

Quality of care and support	adequate
Quality of environment	good
Quality of staffing	good
Quality of management and leadership	adequate

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf.

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

During the previous Care Inspectorate inspection in 2011, three recommendations had been made. These had been progressed and actioned by the service. Information about this had been outlined on an action plan submitted to the Care Inspectorate. However some further action is now needed to further address related issues about access to outdoor play, participation and PLPs. As a result of this inspection, there are two requirements and four recommendations.

Requirements

- The provider must ensure systems are in place to review children's medication needs regularly with parents and that children's medication is renewed with parents before the expiry date. This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument) 2011/210), regulation 4 (1) (a). Timescale for meeting this requirement:- By 30 September 2014.
- The provider must ensure that all staff have a clear understanding about the recording and reporting procedures they must follow to help safeguard children in their care. Records about incidents and health and wellbeing concerns must be dated and clearly demonstrate the action taken by staff. This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument) 2011/210), regulation 4 (1) (a). Timescale for meeting this requirement:- By 30 September 2014.

Recommendations

- Action should be taken to further involve parents and children to be able to give feedback about the nursery throughout the year. Feedback received should be shared with parents along with the action to be taken as a result of suggestions and comments received.
National Care Standards, Early Education and Childcare up to the age of 16:-
Standard 13 – Improving the service.
Standard 14 Well-managed service.
- Written risk assessment information should be developed to outline identified potential risks and the action taken to minimise any issues. Daily premises checks should monitor the temperature of the building and any action taken.
National Care Standards, Early Education and Childcare up to the age of 16:-
Standard 2 – A safe environment
Standard 3 - Health and Wellbeing
Standard 14 Well-managed service
- A team training overview and plan should be developed to demonstrate the key mandatory training attended by staff to support the delivery of the service.
National Care Standards Early Education and Childcare up to the age of 16:-
Standard 13 – Improving the service
Standard 14 Well-managed service.

- Quality assurance systems should now be formalised to demonstrate how aspects of the service and staff practice have been monitored. This must include a record of the findings and any action taken to improve the outcome for children and the quality of the service delivered.
National Care Standards, Early Education and Childcare up to the age of 16:-
Standard 13 - Improving the service
Standard 14 - Well-managed service.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ClermistonPrimarySchoolEdinburghCity.asp> and

http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30pm, Monday, 1 December 2014

Primary School Inspection at Broomhouse Primary School and Nursery Class

Item number	5.2
Report number	
Wards	Ward 7: Sighthill/Gorgie

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

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Executive summary

Primary School Inspection at Broomhouse Primary School and Nursery Class

Summary

- Members should be aware that Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- This letter (Appendix 1) and evaluations (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Recommendations

The Sub-committee is requested to:

- note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
- receive an Education Scotland inspection follow through report within one year of the publication of the inspection letter.

Measures of success

The report identified the following key strengths:

- the caring and nurturing ethos that ensures children feel safe, happy and valued in school;
- well-behaved and polite children;
- parents' positive contribution to the school and their support for open days and special events; and

- the school's positive relationships with a range of partners, and in particular the impact of the Big Project in supporting children's achievement.

Financial impact

There are no financial implications contained in the ES report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parents, pupils and staff completed an ES questionnaire prior to the inspection.

Background reading / external references

<http://www.educationscotland.gov.uk/inspectionandreview/reports>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	1. Inspection letter to parent/carer
	2. Evaluations

4 November 2014

Dear Parent/Carer

**Broomhouse Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the ethos of the school, the use of Information Communications Technology, citizenship groups and how staff at the early level plan together. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Broomhouse Primary School is a calm, supportive and nurturing setting where children feel safe and well cared for. Most children in the nursery are settled and happy and are forming positive friendships. They enjoy their nursery experience and show enthusiasm for their learning. Most cooperate well with each other and take turns when playing. A few children are beginning to be involved in choosing what they want to learn about. Staff across the school work closely with parents and a range of partners to support the children. The school has designed special programmes to help children at all stages to share their worries and concerns. Most children at the primary stages are well behaved and keen to learn. They particularly enjoy learning outdoors in the environmental garden, but in some classroom lessons they can become easily distracted. Staff have begun to give children more choices about what and how they learn in lessons. Children have taken part in citizenship groups including a school newspaper, health group, a playground group and a gardening group. The pupil council includes children from both Broomhouse and St Joseph's RC Primary Schools and gives children a say in how the school works. We have suggested that the school could make more use of these activities as learning opportunities. Staff in the nursery and across the primary stages now need to introduce more practical learning activities, so that children spend less time listening to the teacher. In particular, children in nursery and at P1 would benefit from spending more time learning together, with adult support, through discovery and play.

In the nursery, children enjoy being involved with their local community through, for example, going to the local Food Co-op Initiative to buy fruit for their snacks. Staff should increase opportunities for children to learn in the local community. Most

children in the nursery listen well during group times. They were discussing with staff how to plant bulbs. They enjoy looking at books, and they like to use puppets to re-tell familiar stories. The majority of children are interested in early writing at the 'mark-making' table. Many are developing their early counting skills well through play. Most are confident in discussing size and shape when filling containers with water. Children at the primary stages have gained confidence and self esteem through being involved in community singing and song-writing with The Big Project. They have learned a variety of sports in after-school clubs. The school encourages and supports all children to participate in clubs and achieve beyond the classroom. We have suggested that older children could design and lead some activities and develop important skills in the process. Children show some understanding of what they need to do to keep themselves safe and healthy. Their skills in reading, listening and talking are not well enough developed. They need to be encouraged to read and listen to language more regularly. Standards of children's writing have recently begun to improve. Children are structuring their writing better and using more ambitious vocabulary. Across the stages, children are learning to carry out mathematical calculations, but they do not get enough opportunity to see why these skills are important in real life. Older children sometimes have difficulty in solving problems using their mathematical skills. At all stages, children would make faster progress if staff built on their existing skills and knowledge more effectively.

How well does the school support children to develop and learn?

A number of agencies work closely with the school to support the health and wellbeing of children. Parents appreciate training in positive parenting, relationships and emotional wellbeing. In the nursery, activities are not challenging enough for many children. Staff could provide more choice in activities and make better use of the outdoor area. Across the primary stages, the pace of children's learning in most lessons is too slow. For some children, the tasks they are given are too easy and for others, too difficult. Teachers need to plan learning activities for individuals and groups which build more consistently on what children can already do. Plans which support children with additional support needs have become out-of-date and their targets are no longer relevant. Class teachers and nursery staff need help to understand how to support children who experience difficulty with their learning. Pupil support assistants would benefit from increased clarity on their role when supporting classroom learning in order to make best use of their time and skills.

Staff in the nursery and across the primary stages have begun working together in groups to plan learning experiences for children using Curriculum for Excellence. Some have been using children's ideas and interests to plan social studies topics. The school's nurturing ethos and climate of tolerance and respect teach children significant skills for life. However, the development of the school's curriculum is behind national timescales. Staff have not yet planned how they will develop and assess children's skills in literacy and numeracy and health and wellbeing across the curriculum. They are therefore not consistently planning for next steps in children's learning. In a few curriculum areas, programmes of study need to be updated because there are gaps in children's learning. There is much to do to ensure that the curriculum is relevant and challenging for children.

How well does the school improve the quality of its work?

The headteacher and depute headteacher have both recently taken up post. They worked closely with the inspection team to develop their understanding of the school's areas of strength. They have agreed that there are important aspects of the school's work which need to be improved. They have already started to involve staff in evaluating and improving their work. Many staff have taken on particular areas of responsibility. Together with pupils and parents, they have refreshed the school's vision and developed a set of shared values. Senior managers need to provide clearer leadership to the nursery. They plan to support all staff to develop their understanding of best practice in teaching and learning. Together they need to provide leadership to the school, develop the curriculum and raise children's attainment. In doing so, the senior managers and staff need to reflect continually on their practice and evaluate new developments to ensure that they are improving the school.

This inspection found the following key strengths.

- The caring and nurturing ethos that ensures children feel safe, happy and valued in school.
- Well-behaved and polite children.
- Parents' positive contribution to the school and their support for open days and special events.
- The school's positive relationships with a range of partners, and in particular the impact of the Big Project in supporting children's achievement.

We discussed with staff and The City of Edinburgh Council how they might continue to improve the school. This is what we agreed with them.

- Give children more responsibility for learning and developing their skills independently and with others both within and beyond classrooms.
- Improve support for learning and ensure that all staff understand better how to meet children's learning needs.
- Develop a culture of self-evaluation which leads to improvements in learning, teaching and children's attainment.
- Provide leadership for the implementation of Curriculum for Excellence.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with The City of Edinburgh Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Jacqueline Sinclair
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BrookhousePrimarySchoolEdinburghCity.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Broomhouse Primary School.

Improvements in performance	weak
Learners' experiences	satisfactory
Meeting learning needs	weak

Nursery class

Improvements in performance	weak
Children's experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	weak
Improvement through self-evaluation	weak

Here are the Care Inspectorate's gradings for the nursery class.

Quality of care and support	adequate
Quality of environment	good
Quality of staffing	adequate
Quality of management and leadership	weak

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf.

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Nursery class

At the last inspection that was conducted by the Care Inspectorate, there were no requirements and no recommendations. As a result of this inspection, there are two requirements and five recommendations.

Requirements

1. The provider must evidence that:

- Staff have received guidance and are clear about the purpose of Personal Learning Plans.
- Learning outcomes are identified for each child.
- Parents and children are involved in setting next steps in learning.
- Every child has a personal plan which is reviewed at least every six months or when there is a change in circumstances or needs.
- Children with additional needs are given the support they require and accurate records are kept.

This is in order to comply with Scottish Statutory Instruments (SSI) 2011/210 Regulation 4(1)(a) Health and welfare and safety of service users. We have also taken into account the National Care Standards for Early Education and Childcare up to the age of 16. Standard 4 – engaging with children. Standard 6 – Support and development.

Timescale: To commence on receipt of this report and be implemented by 1 December 2014.

2. The provider must ensure that:

- An action plan is developed to meet the requirements and recommendations in this report.
- The manager familiarises themselves with current legislation and best practice to equip them to fulfil their role.
- Audit/monitoring systems are developed and implemented to evaluate the effectiveness of staff and how their practice ensures positive outcomes for children.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011/210 Regulation 3 - a regulation with regard to providing a service which promotes quality. The provider must improve all aspects of the quality of the service.

This requirement also takes into account the National Care Standards in Early Education and Childcare up to the age of 16. Standard 11: Improving the Service. Standard 12: Confidence in staff. Standard 13: A Well Managed Service.

Timescale: To commence on receipt of this report and be implemented by 5 January 2015.

Recommendations

1. The provider should ensure that staff now develop more formal approaches of consulting with children, for example floor books, and use this to enhance quality of care, support and learning. National Care Standards for Early Education and Childcare up to the age of 16. Standard 4 – Engaging with children.
2. The provider should ensure that the nursery daily routine is established to suit the needs of children and offers continual free-flow play between the garden and playroom. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 – Quality of experience.
3. The provider should ensure that staff interaction constantly encourages children to give their ideas, allow them to make mistakes and staff praise their attempts. National Care Standard for Early Education and Childcare up to the age of 16. Standard 7 – A caring environment.
4. The provider should ensure that as per the nursery policy, children are able to brush their teeth. National Care Standards for Early Education and Childcare up to the age of 16. Standard 3 – Health and wellbeing.
5. The provider should ensure that staff receive further training and support to update their practice. They should be given the opportunity to visit other settings to gain further knowledge on current best practice. The manager should then monitor effectively the quality of work of each member of staff and evaluate how effective their practice is in meeting the needs of the children. National Care Standards for Early Education and Childcare up to the age of 16. Standard 12 – Confidence in staff. Standard 13 – Improving the service.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BroomhousePrimarySchoolEdinburghCity.asp>

and

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30pm, Monday, 1 December 2014

Primary School Inspection Follow Through – Royal Mile Primary School

Item number	6.1
Report number	
Wards	Ward 11: City Centre Ward 15: Southside/Newington

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Schools, Quality and Curriculum)

E-mail: Karen.prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Primary School Inspection Follow Through – Royal Mile Primary School

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES delegated the responsibility for this follow-through to the education authority and its officers have produced the report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in November 2009.
- Note the education authority will not publish further reports in connection with the 2010 HMIE report. Ongoing support will be provided by the authority in the implementation of early years initiatives in the nursery and through the monitoring of progress of learners across the school.

Measures of success

- The Royal High Primary School provided a satisfactory standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3
Appendices	<ol style="list-style-type: none">1. Follow through report – Royal Mile Primary School dated October 20142. Overall evaluations from 2010 report

ROYAL MILE PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Royal Mile Primary School in January 2010. This was followed up by a further report in 2011 and letter in 2012. The education authority then produced a follow up report in April 2013.

An education authority team visited the school in August 2014 to identify the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

This report tells you about the quality of education provided by the school. It comments on the progress made in the agreed areas for improvement. The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

This report tells you how well young people are now learning and achieving and how the school is continuing to support them to do their best.

2. How well do young people learn and achieve?

Areas for improvement from original report:

The improvement plan had a focus on a range of appropriate priorities. The development of pupil writing skills was evidenced across a number of classes. Big Writing was providing a structure to support learners in improving the quality of their writing. Good practice was evidenced where children were involved in sharing their writing with peers and developing self and peer assessment skills.

Staff spoke positively about their increased understanding of the use of rubrics in self and peer assessment. All teachers are sharing learning intentions and success criteria with pupils and are well placed to continue to develop the process of pupils reflecting on their learning. There is increased consistency of learning and teaching approaches across the school and parents were more aware of the progress of learners. In a recent survey 95% of parents felt that their child's learning was progressing in relation to the targets that were set. Pupils were enthusiastic about the process and their involvement in this. They described how they created a target which helped them remember the focus of their learning. They talked confidently about how they used assessment strategies such as 2 stars and a wish to reflect on their successes and next steps.

Staff should continue to improve and model the giving of effective feedback to further support the pupil target setting process and link this to significant aspects in learning.

Standardised assessments were being used by teachers and the senior management team (SMT) to identify strengths and areas of development for learners. The school should continue to monitor attainment of learners ensuring all learners are appropriately challenged and making appropriate progress.

3. How well does the school support young people to develop and learn?

Areas for improvement from original report:

In mathematics there is a clear programme with a whole year overview for the development of mathematics concepts. The staff talked positively about the involvement in continuous professional learning in the Stages of Arithmetical Learning (SEAL) and of their increasing confidence in active learning in the context of mathematics. The school should continue to have a focus on these developments ensuring these have a positive impact on learners.

Staff were able to talk confidently of their role in the school improvement process. Several new business and community links have been developed including Virgin Money, Scotsman and Sainsbury.

As a result of self evaluation a professional development opportunity arose to further develop the playground including the use of loose play material and outdoor learning. The nursery has also developed its garden to support and enhance opportunities for learning.

Despite some technical problems information communication technology (ICT) was being used by staff as a teaching tool and was being used effectively to support and enhance learning.

The school supports the jobs, education and training (JET) programme that provides work experience for young people from upper secondary school. They attend Friday mornings and work in P1/P2. Additionally the school support Project Search – Young people with additional support needs that attend college and have supported internships. The school provided real job experience as a school support assistant. Across the year they will support three young people including providing interview experience and appraisal meetings.

4. How well does the school improve the quality of its work?

Areas for improvement from original report:

Staff were motivated, enthusiastic and had a highly positive approach to improving the work of the school. Within the school there were increasing opportunities for professional dialogue, this being well received by staff. Individual members of staff also had been given opportunities to lead specific initiatives. The whole staff have leadership roles within the school in leading curriculum initiatives, in developing links with partners eg a transition project with Preston Street Primary School involving pupils from P5-P7. There was a strong sense of a commitment by staff and willingness to share in piloting initiatives for example, higher order thinking. They spoke positively about leadership opportunities and how these linked with their professional review and development. For example, the school were utilising staff expertise and interest in piloting aspects of modern languages (Scottish Government priority of '1 plus 2') through the teaching of French, Spanish and Gaelic.

Next steps for the SMT and staff are to continue to develop self evaluation processes. Findings from evaluations should be summarised, actions identified, with further scrutiny of its impact. This should involve and be shared with parents, carers and the community.

3 Conclusion

With support from the education authority, The Royal Mile Primary School provided a satisfactory standard of education for its young people. The school had progressed well since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2010 HMIE report. Ongoing support will be provided by the authority in the implementation of early years initiatives in the nursery and through the monitoring of progress of learners across the school.

Peter Gorrie
Quality Improvement Officer
October 2014

Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Royal Mile Primary School and Nursery Class.

Primary school

Improvements in performance	weak
Learners' experiences	weak
Meeting learning needs	weak

Nursery class

Improvements in performance	good
Children's experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	weak
Improvement through self-evaluation	weak

HM Inspector: Elaine Merrilees
26 January 2010

Education, Children and Families Committee

Sub-committee on Standards for Children and Families

2.30pm, Monday, 1 December 2014

Special School Further Inspection - Braidburn School

Item number	6.2
Report number	
Wards	Ward 9: Fountainbridge/Craiglockhart

Links

Coalition pledges	PO5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Rosie Wilson, Service Manager: Special Schools & Specialist Provision

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Executive summary

Special School Further Inspection – Braidburn School

Summary

- Her Majesty's Inspectorate of Education (HMIE), now known as Education Scotland (ES) changed the procedures for inspecting educational establishments as from August 2008. These new procedures also include changes to the follow-through arrangements carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.
- In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.
- The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.
- This report advises the Sub-committee of the outcomes of the follow-through visit. ES undertook the responsibility for this follow-through and produced this report (Appendix 1).

Recommendations

- Note the progress made to date from the original inspection in October 2012.
- Note the education authority will not publish further reports in connection with the 2012 HMIE report.

Measures of success

- Braidburn School provided a good standard of education for its pupils.

Financial impact

There are no financial implications contained in the follow through report.

Equalities impact

There are considered to be no infringements of the rights of the child.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Parent, staff and pupil discussions took place during the follow through.

Background reading / external references

[http://www.edinburgh.gov.uk/info/905/schools-management and inspection/1090/school follow through and review reports](http://www.edinburgh.gov.uk/info/905/schools-management-and-inspection/1090/school-follow-through-and-review-reports)

<http://www.educationscotland.gov.uk/>

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO5	
Council outcomes	CO2	
Single Outcome Agreement	SO3	
Appendices	1.	Follow through report – Braidburn School dated September 2014
	2.	Overall evaluations from 2012 report

23 September 2014

Dear Parent/Carer

**Braidburn School and Nursery Class
The City of Edinburgh Council**

In November 2012, HM Inspectors published a letter on your child's school. Recently, as you may know, we visited the school again to look at how it had continued to improve its work. During our visit, we talked to children and young people and worked closely with the acting headteacher and staff. We heard from the acting headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in the original inspection and at aspects of the school's work, as proposed by the then headteacher. As a result, we were able to find out how well children and young people are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children and young people learn and achieve?

Children and young people are learning and achieving increasingly well. Children in the nursery continue to benefit from positive relationships with caring staff in a nurturing environment. They have greater choice in their play and are motivated by an increased use of outdoor learning opportunities. Staff now need to continue to use children's interests more often to increase their motivation when learning. Children and young people in primary and secondary classes are actively and enthusiastically involved in their learning. They respond particularly well to practical activities related to project work such as the Commonwealth Games. They are also motivated by opportunities to use computers for research and to enhance their learning in language. Children and young people particularly enjoy being involved in sensory stories which involve hearing, touch, smell and other senses, either as a story-teller or as the audience. They have more opportunities to give their opinions during lessons and this can have a positive influence on what they learn. The pupil council continues to make an important contribution to the life and work of the school, including creating a school behaviour code. It now works closely with the councils from local primary and secondary schools.

The school has developed a very good range of information about children and young people's attainment which shows how this is improving. For example, the number of Access 1 awards achieved by young people has been increasing over the past three years. Young people can study and gain accreditation for a broader range of subjects. Children and young people are increasingly involved in their school community through a range of activities which include learners from other

schools, community partners and parents. Visits to the local community, including local shops, are helping to improve children and young people's skills in a wide range of situations. Children and young people continue to achieve well in local and national competitions, for example, achieving a gold medal for Scotland at the British swimming championships and being awarded Student of the Year at the Pride of Edinburgh Awards. Learners' achievements are attractively displayed in the school foyer and are celebrated at assemblies and through regular newsletters to parents.

How well does the school support children and young people to develop and learn?

Staff have worked hard to improve the curriculum for children and young people. In the nursery, staff plan learning across all areas of the curriculum using the experiences and outcomes from Curriculum for Excellence. Preparation for transitions into and out of the nursery has continued to improve. The school approach to planning the curriculum is now more consistent across classes. Curriculum planning is also shared with other schools which are part of 'Firrhill Village' and there is a joint improvement plan. The school is organising more outdoor learning experiences for children and young people including local trips and planning a school garden. Shared placements, where children and young people spend some of the week in other schools, are being set up based on the needs of learners. The school has developed the senior phase of the curriculum to meet the needs of learners better, including the provision of a choice of activities for young people across the school week and accredited work experience opportunities. The school and nursery should develop further the curriculum in line with planned improvements.

Staff in the nursery create a learning environment and plan tasks that meet the wide range of children's needs. Nursery staff should continue to improve their teaching approaches and the pace of learning in classes. Across the school and nursery, a very successful 'total communication' approach is used, taking advantage of whichever method of communication works best with individual learners. Where appropriate, children and young people have communication passports or visual passports so that others that they meet can be made aware of their needs. Staff are responsive to the varying needs of children and young people and plan their learning appropriately. They are keen to continue to develop their skills and expertise to establish the most effective approach to meet these needs. Across the school, there is more challenge in children and young people's learning as staff plan lessons to build on and extend learners' understanding, for example, by adding complexity to the task. We have asked the school to continue to ensure that the pace of learning meets the needs of all children and young people. At times the learning for a few children and young people is too slow during whole class lessons or large teaching groups.

How well does the school improve the quality of its work?

The school knows itself well. The acting headteacher and her staff are successfully developing partnership working with children and young people, parents and partners and they are managing the priorities for improvement well. The school now needs to involve partners more directly in evaluating its work and planning for

improvement. The school is clear about the need to improve further and about the approaches it will take to address the next steps. Staff are using a range of evidence to evaluate the impact of curriculum change and guide further improvements, including the analysis of data, lesson observations and sharing of good practice. The school has designed and implemented a three-year curriculum improvement plan and this has already had a positive impact on learning. Partners, including parents, appreciate opportunities for the community to come together such as the Café and the Fun Day. Almost all parents agree that their child enjoys learning at school and that the school is well led.

What happens next?

As a result, we will make no further visits in connection with this inspection. Our Area Lead Officer will work with The City of Edinburgh Council to continue to build capacity for improvement and will maintain contact to monitor progress. As part of its arrangements for reporting to parents on the quality of education, the education authority will inform parents about the school's progress.

Ken McAra
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Braidburn School.

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	good

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	weak
Improvement through self-evaluation	weak

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BraidburnSpecialSchoolEdinburghCity.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf