

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

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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>

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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