

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

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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/>

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Links

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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