

Sub-Committee on Standards for Children and Families

10:00am, Wednesday 25th September 2019

Primary School Inspection at Brunstane Primary School

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-committee is requested to:
 - 1.1.1 note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
 - 1.1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter

Alistair Gaw

Executive Director Communities and Families

Contact: Jackie Reid, Quality Improvement Education Manager

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 469 3364

Report

Primary Inspection at Brunstane Primary School

2. Executive Summary

- 2.1 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.
- 2.2 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 and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

3. Background

- 3.1 In February 2019, a team of inspectors from Education Scotland and Care Inspectorate visited Brunstane Primary School and Nursery Class. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work:-
 - The leadership of the headteacher and his success in raising the profile of the school and nursery in the community.
 - The development of the curriculum and successful links with partners and cluster schools.
 - The inclusive learning environment and individualised support for children leading to their readiness to learn.
 - Confident children who are welcoming to visitors and talk positively about their learning experiences.
 - Effective teamwork amongst staff and their willingness to develop professional knowledge leading to positive experiences for children.

- The newly refurbished playrooms and expansion of high quality nursery provision.
- The following area for improvement was identified and discussed with the headteacher and a representative from The City of Edinburgh Council.
- Increase expectations and streamline targeted interventions to raise attainment for all children.

4.2 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/inspection-reports/edinburgh-city/5540925> and is included as an appendix.

4.3 **Measures of Success**

Inspectors gathered evidence to enable them to evaluate the school's work using quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare? Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of these evaluations to keep track of how well Scottish schools are doing.

Descriptions of the evaluations are available from How good is our school? (4th edition)

The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

| 1. Quality Indicator | Self Evaluation | Education Scotland Evaluation |
|--|------------------------|--------------------------------------|
| 1.3 Leadership of Change | 4 Good | 4 Good |
| 2.3 Learning Teaching and Assessment | 4 Good | 4 Good |
| 3.1 Ensuring wellbeing, equality and inclusion | 4 Good | 4 Good |
| 3.2 Raising attainment and achievement | 3 Satisfactory | 3 Satisfactory |
| Nursery | | |
| 1.3 Leadership of Change | 4 Good | 4 Good |
| 2.3 Learning, Teaching and Assessment | 4 Good | 4 Good |

| | | |
|--|--------|--------|
| 3.1 Ensuring wellbeing, equality and inclusion | 4 Good | 4 Good |
| 3.2 Raising attainment and achievement | 4 Good | 4 Good |

4.4 Progress Made with Identified Area of Development

- School and nursery have a wealth of appropriate interventions that are well matched to children’s needs.
- Interactions of pupil support assistants & nursery staff within targeted interventions are warm and supportive in key areas of literacy, numeracy & HWB.
- Suites of targeted interventions in school and nursery are improving outcomes for children.
- Staff have a growth mindset in their approach to meeting the needs of their children and attend relevant CPD courses & read up to date literature. This knowledge is used to further underpin practice and enhance the learning & teaching toolkit. Staff are also skilled in supporting other colleagues in sharing knowledge. This is also shown in a more structured way through e.g Book Club & RAFA projects.

5. Next Steps

- 5.1 City of Edinburgh Education Officers will continue to support and challenge progress across the school.
- 5.2 The Head teacher will continue to be part of the Professional Learning Partnership with groups of HTs across the City to ensure robust analysis of learning and teaching across the school.
- 5.3 City of Edinburgh Education Officers will undertake a follow-through visit to the school within 2 years of publication of the Inspection report.

6. Financial impact

- 6.1 There are no financial implications contained in the Follow Through report.

7. Stakeholder/Community Impact

- 7.1 The Inspection team engaged with focus groups of teaching staff, support staff and pupils during the follow through process.
- 7.2 There are considered to be no infringements on the right of the child.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Background reading/external references

8.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

9. Appendices

9.1 Appendix 1 Education Scotland letter and evaluations

9.2 Appendix 2 Summary of Inspection Findings



30 April 2019

Dear Parent/Carer

In February 2019, a team of inspectors from Education Scotland visited Brunstane Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The leadership of the headteacher and his success in raising the profile of the school and nursery in the community. The development of the curriculum and successful links with partners and cluster schools.
- The inclusive learning environment and individualised support for children leading to their readiness to learn.
- Confident children who are welcoming to visitors and talk positively about their learning experiences.
- Effective teamwork amongst staff and their willingness to develop professional knowledge leading to positive experiences for children.
- The newly refurbished playrooms and expansion of high quality nursery provision.

The following area for improvement was identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Increase expectations and streamline targeted interventions to raise attainment for all children.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Brunstane Primary School and Nursery Class

| Quality indicators for the primary stages | Evaluation |
|--|---------------------|
| Leadership of change | good |
| Learning, teaching and assessment | good |
| Raising attainment and achievement | satisfactory |
| Ensuring wellbeing, equality and inclusion | good |
| Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale | |

| Quality indicators for the nursery class | Evaluation |
|--|-------------|
| Leadership of change | good |
| Learning, teaching and assessment | good |
| Securing children's progress | good |
| Ensuring wellbeing, equality and inclusion | good |
| Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale | |

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/edinburgh-city/5521629>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow
HM Inspector



Summarised inspection findings

Brunstane Primary School

The City of Edinburgh Council

30 April 2019

Key contextual information

Brunstane Primary School is located in the north east of the City of Edinburgh and serves a mixed catchment with an area of high deprivation.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has successfully raised the profile of the school within the wider community. He demonstrates strategic leadership and has high aspirations for all children. He is proactive in working with partners and the community to ensure the school meets the needs of children and families. The headteacher has successfully developed a positive ethos and culture of improvement in the school. The school's work is supported well by staff in promoted posts. Staff feel confident to initiate and implement change and work effectively together to sustain the inclusive values of the school.
- The headteacher led the review of the school's vision and values to ensure they continue to meet the needs of the children and the community. The school vision and the values of respect, community, ambition and creativity are visible across the school. Staff consulted children and families in this process. All staff demonstrate a commitment to the vision and values and have a shared understanding of how they impact positively on children's learning. Collaboration across the cluster school group is strong, with the headteacher leading the specific workstream of moderation. Former pupils now at the associated secondary school provide literacy support in Brunstane classes while simultaneously modelling successful learners. This is part of the school's drive to raise aspirations.
- All staff understand the school's social, cultural and economic context and recognise factors that impact on children's attainment and achievement. Senior leaders strive to ensure all staff have a detailed knowledge of individual children, their families and the local community context. Staff demonstrate strong teamwork and commitment to ensuring appropriate support for learners. They are developing their use of a range of data to inform and plan interventions to raise attainment and meet children's needs.
- The school's self-evaluation approaches inform the school improvement plan. This focuses on a small number of appropriate priorities, agreed by staff. Teachers demonstrate an increasing ownership of the plan. A range of self-evaluation systems are in place to audit the work of the school with a clear focus on raising attainment in literacy and numeracy. The wide range of interventions to support children's wellbeing, show early signs of positive impact for children. The school should now bring forward its plan to increase the emphasis given to health and wellbeing. Feedback to staff from monitoring of observations in class is supportive and guides teachers towards strategies to improve teaching. Senior leaders now need to support improvements by offering more challenge in their monitoring and evaluation activities with a

clear focus on expectations. This will help to raise consistency in the standard of children's work.

- Senior leaders encourage teachers to undertake leadership roles linked to school improvement. Teachers' opinions and ideas are valued and the senior leadership listen and respond to their contributions. Staff speak positively about opportunities they have to engage in professional learning. The headteacher initiated the idea of the 'Brunstane Book Club' for staff. Teachers are enthusiastic about this and engage well with professional reading. They are developing knowledge in measuring the impact of interventions on outcomes for children. Teachers and senior leaders use data to influence policy and practice across the school. Senior leaders now need to ensure that professional learning is leading to raising attainment for all children.
- Children speak positively about their opportunities to engage in the life of the school through the pupil parliament. They have a good understanding of their role in these groups and how this relates to the work of the school. The school should take forward its plan to further develop children's voice and their skills in self-evaluation.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, the positive relationships created by staff lead to a learning environment where most children are motivated to learn and are well-behaved. Teaching is supported well through teachers implementing the school's learning and teaching toolkit. Overall, most children respond promptly to the direction and instructions of their teachers. There is evidence of good practice where teachers use questioning very effectively. They structure their lessons successfully and ensure children engage fully. In the best examples children are provided with increased challenge and work with a growing level of independence. Teachers now need to ensure appropriate pace and challenge for all children. They should increase opportunities for children to explore depth in learning through an enquiry based approach.
- Teachers provide a good variety of active learning opportunities and use interactive white boards skillfully to engage children. In most lessons, learning intentions and steps for success are shared with children at the start of each lesson. In the majority of lessons, children take an active role in co-constructing success criteria to support their learning. However, a few children are not clear about the purpose of their learning. There is scope to develop higher order thinking skills and children's understanding of themselves as learners.
- In the majority of lessons, children experienced planned opportunities to develop their learning through collaborative approaches to learning. Across the school, there are examples of children making choices in aspects of their learning. There remains headroom to improve this further and children would welcome this opportunity.
- Children have regular opportunities to use digital technology in their learning. At the early level, children use a visualiser to talk about what they are learning. All children use tablets and those working at second level are using them increasingly to support writing. For children with additional support needs, digital technologies are used well to help them access the curriculum. Digital technology should now be used increasingly to support learning in mathematics.
- Staff are beginning to make use of national benchmarks along with the experiences and outcomes. They have a shared understanding and use assessment information to inform their judgements. The assessment framework supports them to make best use of a range of assessments to inform professional judgement. Assessment should now be linked more clearly to planning for learning and teaching.
- Teachers provide feedback to children through the use of comment slips and learning discussions. However, the school's approaches to feedback for children about their learning is too variable. Teachers should take greater account of the extent to which feedback is enabling children to form a clear understanding of their next steps in learning. Teachers have

identified key milestones at which to assess children's learning. They should continue to profile children's progress, taking full account of their prior learning.

- Senior leaders have regular learning conversations with groups of children and these should now centre more on aspects of pupil progress and attainment. More effective use could be made of the learner's journey jotter to set appropriate targets and effectively track progression in children's learning. Most children are proud of their school. All are beginning to have the opportunity to have their voice heard through their pupil parliament.
- Teachers have developed the curriculum well and have a coherent system to plan for children's learning. Children and teachers are involved in evaluating learning and teaching on a weekly basis. Staff work collaboratively to develop engaging and motivational approaches to learning and teaching and to observe each other. More regular opportunities for professional dialogue with senior leaders would help guide consistency in progression and depth in children's learning.
- The school has developed a comprehensive tool for tracking and monitoring and information is collated from a variety of sources at termly assessment reviews. Regular dialogue with senior leaders will ensure that robust and reliable assessment information is interrogated, leading to confident judgements about children's progress.

2.2 Curriculum: Learning pathways

- The headteacher and staff have created a comprehensive curriculum document which provides a strategic overview of a shared understanding of the purpose and design of the curriculum. The curriculum is designed to deliver the best outcomes for children and reflects the school's unique context well. A wide variety of aspirational opportunities and experiences are planned for and provide rich and positive experiences for every child ranging from how to use cutlery to running a business. The development of the curriculum has recently been enhanced by the newly devised learning and teaching toolkit which is beginning to be used to support learning for sustainability.
- Staff are increasingly familiar with grouping experiences and outcomes for all curricular areas to plan children's learning. The school's 'curriculum bundles' provide progressive pathways with a mix of interdisciplinary learning and discrete subject areas. The learning pathways help structure the next planning block for staff and provide support for children to build on prior learning. There is a clear focus on developing skills of literacy, numeracy and health and wellbeing across the curriculum. These should now be used more effectively to assess progress in learning. Staff should now ensure that there is an increased emphasis placed on assessing writing and health and wellbeing.
- Staff are beginning to relate children's learning to the world of work. Senior pupils are enthusiastic about their college partnership through which they are able to develop a range of skills supporting them to become confident individuals and responsible citizens. They feel more mature and that they are becoming better role models. The newly established pupil parliament is providing a context in which children are being increasingly encouraged to demonstrate a wide range of skills such as problem-solving and collaboration. There are well-planned opportunities to share learning with parents. The school plan to further promote pupil decision-making and leadership roles across the school.

2.7 Partnerships: Impact on learners – parental engagement

- The school recognises that parents and families are key partners in their drive to raise attainment and achievement, improving life chances for all children. Parents value the information on their child's progress in learning that they receive at parents' evenings. Children enjoy sharing their learning with parents regularly invited into school to celebrate whole school interdisciplinary (IDL) work. The school makes use of social media platforms to communicate with parents and celebrate achievements in particular. Parents would welcome increased communication with the suggestion of a school app to facilitate easy access to key information. This would in turn allow them to provide more appropriate support and consolidation for their child's learning in the home environment. There is scope to increase the numbers of parents actively involved in the life of the school, including involving parents more in approaches to self-evaluation. Overall parents are positive about the work of the school.
- The school is proactive in supporting families to improve outcomes for learners in a number of ways. This includes effective partnership working with Edinburgh College which resulted in parents gaining further qualifications and employment. Parents value the peer support and learning available through the school's coffee mornings.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school has a strong, inclusive ethos where children are encouraged to develop a positive attitude to learning, have respect for others, and to succeed in a growing range of achievements. Children speak with confidence about the importance of the school's values. They value being involved in family groupings and leading aspects of the school's work. They show a developing understanding of how they should respect one another and demonstrate this through positive behaviours and learning. The appropriate emphasis placed on resilience and involvement of children in developing classroom charters, is leading to them beginning to self-regulate and resolve situations and incidents of conflict.
- Wellbeing of children, families and staff is valued and understood by the school and the range of partners linked to supporting children and their families. Collectively, they implement approaches to Getting it Right for Every Child (GIRFEC) through Curriculum for Excellence interdisciplinary learning and events to involve families. The appropriate focus on wellbeing is supported through curriculum pathways and class lessons. The school is making good progress in supporting children in their understanding of growth mindset and rewarding effort in applying skills linked to the school values. Staff should now consider how regular opportunities for focused discussions about children's progress in wellbeing are helping develop children's skills of reflection. There is headroom for further development in children's understanding of wellbeing and their empathy for others. Children are well informed about initiatives such as developing resilience. The school should continue to focus on its development of resilience and building self-esteem ensuring this leads to all children feeling confident about their learning and positive about being in school. The continuous focus on improving wellbeing throughout the school is leading to positive outcomes for most children.
- The headteacher and staff work tirelessly in their approaches to ensuring all children are included. There are no exclusions in recent years. Staff's understanding of barriers to learning is a strength of the school. Diversity is recognised and children's understanding is developed through the curriculum. The school has well-established self-evaluation systems and recognises the need to tackle prejudices and discrimination. Staff, parents and partners should evaluate the impact of the curriculum for health and wellbeing together with the revision of the equalities policy to ensure equalities are understood and promoted by all. Building on the positive outcomes arising from the school's self-evaluation work, all children are included in family groups that focus on various aspects of the Pupil Parliament. This will further strengthen opportunities for children to lead in school improvements.
- The school fulfils its statutory requirements. Individual children's plans increasingly involve children, parents and staff effectively in their development, implementation and review. The teamwork of staff is leading to the needs of most children being met within the classroom setting.

- Staff work effectively with a wide range of partners. They implement a wide range of interventions to support children who require high levels of additional support in their learning. The progress of children with additional support needs is monitored systematically. Information about children's progress should now be streamlined and the success of interventions evaluated regularly through rigorous professional dialogue.
- Professional learning is valued by staff. Their commitment to professional learning has developed a clear understanding of how social and emotional barriers impact on children's learning. The school should now take forward universal approaches to developing nurture principles. This should be developed further and evaluated to inform future priorities for the use of Pupil Equity Funding (PEF).
- Most children, staff and partners are proud of the school and identify positively with its values and achievements. Staff are committed to supporting children and one another in providing a caring environment for children. The school's approaches to developing classroom charters focus on the importance of being respectful. These approaches are becoming increasingly consistent and implemented by most staff across the school. The school should continue to improve consistency in positive behaviour management approaches and ensure that these are understood fully by children, staff and parents. The school should consider developing a clear understanding of children's rights to develop their responsibilities towards one another. Overall, relationships between staff and children across the school are positive. The school's system for tracking of bullying incidents helps identify recurring issues as they arise. The school should consider ways in which to further promote anti-bullying through the pupil parliament and Parent Council.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall attainment in literacy and English and numeracy and mathematics is satisfactory. There is a clear focus on raising attainment across the school. Senior leaders and staff track children's progress in literacy and numeracy to ensure that children are making expected progress. The school needs to ensure that its strategy to raise attainment gives clear guidance to teachers around expectations for learners ensuring that staff have an understanding of progression across the levels. This will support staff to raise expectations of what children are capable of achieving.

Attainment in literacy and English

Listening and talking

- Overall, attainment in listening and talking is good. In 2018 most children at P1 and P4 achieved appropriate levels. By P7, the majority of children achieved second level. Across the school, children are developing their understanding of the Scots language. At the early level, most children give brief responses when asked questions. They willingly offer their views and opinions when talking with a partner. At first and second levels, most children listen well during lessons and most offer spoken contributions clearly through random selection. Most listen well and would benefit from a wider range of challenging, higher order questioning. The school recognises the need to develop consistent approaches to assessing children's skills in talking and listening.

Reading

- Overall, attainment in reading is satisfactory. In 2018, the majority of children achieved appropriate levels in reading. At the early level, children recognise a growing range of initial sounds. They read simple texts and apply their phonological awareness to attempt new words. At first level, the majority of children are reading novels with growing confidence. However, their comprehension is less secure as unfamiliar vocabulary hinders fluency and understanding of the content. At second level, a few children read regularly for pleasure. They speak confidently about books they have read and enjoy researching topics from factual sources. Across the school, children now need more effective support in developing skills through reading a wide variety of texts that are well-matched to children's skills and progress.

Writing

- Overall, attainment in writing is weak. The majority of children achieve national standards. However, at P7 fewer than half achieved second level. The teaching of writing requires an increased focus to ensure improvement across all levels. Teachers should now work together to set and agree high standards of presentation and handwriting. At early level, children are not yet sufficiently skilled in the formation of letters. A few are developing confidence to copy a simple sentence and most require their ideas to be scribed. At first level, children plan their ideas for writing but too few use their plans effectively enough to produce continuous pieces of a good quality writing. At second level, most children have a knowledge of punctuation but do

not apply this in their hand written work. Overall, digital technologies support children in their writing but more time needs to be given to effective feedback so that children know what they need to do to improve. Staff now need to provide a broader range of experiences to ensure children are skilled a wider range of genre.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy is satisfactory with the majority of children achieving national standards. Children at second level are insufficiently skilled across the maths and numeracy curriculum. Teachers should ensure there is appropriate breadth of experiences which will support children to develop the range of skills necessary.

Number money and measurement

- At early level, the majority of children count forwards and backwards within 20. A few add and subtract mentally within ten. The majority of children identify coins up to £1. They link daily routines and personal events to time sequences and name the days of the week in sequence. At first level, the majority of children solve addition and subtraction problems with three digit whole numbers and identify a range of strategies to support this. They confidently round whole numbers to the nearest 10 and 100. The majority of children apply strategies to determine multiplications and division strategies. They tell the time using half past, quarter past, quarter to and o'clock. At second level, the majority of children identify and describe the value of numbers up to 100 000. They convert between equivalent forms of common fractions and link percentages to fractions. Across the school, most children would benefit from increased opportunities to apply their numeracy skills in a variety of contexts focusing on multi-step problems.

Shape position and movement

- At early level, the majority of children understand and correctly use language of position and direction. They recognise common two-dimensional shapes and three-dimensional objects. At first level, the majority of children use mathematical language to describe the properties of two-dimensional shapes and three-dimensional objects. At second level, the majority of children use mathematical language to describe and classify a range of angles identified within the environment. They do not yet have sufficient knowledge of vocabulary used to describe two-dimensional shapes and three-dimensional objects.

Information handling

- At early level, the majority of children collect and organise objects for a specific purpose. At first level, the majority of children use a variety of different ways to display data including pictograms and bar graphs and include a suitable title and labelling of both axes. At second level, children would benefit from increased opportunities to use their information handling skills across the curriculum. The increased use of digital technologies will support this.

Attainment over time

- In recent years, the school has been successful in raising attainment from a low baseline level. Teachers are continuing to develop their skills in assessing children's progress and achievement, through the recently introduced 'assessment jigsaws'. They use a range of assessments including standardised assessments to support professional judgements on children's progress. Senior leaders and teachers discuss children's progress and identify interventions to support their learning. The headteacher recognises that further agreement with staff on shared standards and expectations will continue to improve attainment over time.

Overall quality of learner's achievements

- The school uses its unique context and curriculum rationale to plan opportunities for achievements across the school. Senior leaders work with partners to provide opportunities for children to engage in sporting activities after school focusing on targeted year groups. Staff create a range of experiences and activities for children to participate in. Staff plan and track children's skill development activities across the year. This ensures a breadth of experiences for children across their time in school. Teachers should develop tracking achievements to include opportunities for out of school achievement. This would support the planning of activities at a school level and avoid any duplication.
- Staff develop children's leadership skills through the pupil parliament and 'school families' introduced across the school. Staff facilitate a range of groups to focus on school improvement priorities and the wider life of the school. Teachers worked collaboratively with P7 children to agree priorities for groups. Staff should now focus on increasing opportunities for children to continue to develop their leadership skills. This should involve the use of target setting so children have the skills to take increased responsibility for their learning.

Equity

- Staff have a clear understanding of the varied barriers children have to learning and provide interventions to address individual children's needs. There are a wide range of interventions in place to support this. Senior leaders should now ensure that these interventions are streamlined and are robustly measuring the impact for children over time.
- The headteacher identified a number of interventions to support closing the attainment gap. These focus on raising attainment, improving attendance and increasing participation and engagement. He uses PEF effectively. The appointment of development officers to lead the school's five key areas of improvement is relevant to the school's context. Each member of the team has a clear remit focusing on key elements of the PEF plan. The headteacher should continue to monitor the impact of these role and ensure there is clear evidence of improved outcomes for children.

Choice of QI: 2.4 Personalised Support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff provide a caring learning environment to ensure children feel valued. They have a clear understanding of the socio-economic context of the school. They know children well and are responsive to their needs. They offer good quality universal support that allows children to benefit from differentiated tasks and activities which provide appropriate support and challenge in lessons. A range of approaches are in place across the school to build resilience in learners. The resulting increased confidence of children when they represent their school community and during transition events, is clear to cluster headteachers.
- The 'Brunstane Book Club' supports the professional development of staff effectively. Teachers are building capacity across the school to meet the wide range of needs including autism and dyslexia. Staff collaborate well together using an anonymised case study approach to support each other in finding strategies to meet needs. These increasingly supportive peer relationships provide a strong foundation on which to continue to build a developing inclusive ethos. Staff have a growing knowledge of the nurturing principles. This should now be developed further to encompass a whole-school nurturing approach. Implementing these principles across the school community will further develop an inclusive ethos. This should be taken forward as staff continue to develop a shared understanding of their key role in supporting wellbeing.
- The school provides a wide range of intervention programmes, many supported by caring pupil support assistants, in the key areas of literacy, numeracy and health and wellbeing. Specific curricular programmes also support behaviour and wellbeing. Senior leaders monitor, track and regularly review the progress of all children with additional support needs with a particular focus on protected characteristics and vulnerable groups including young carers. Impact is individually tracked and measured.
- Class teachers should now work more closely with promoted staff to ensure a co-ordinated approach to planning for individual children. The school should consider streamlining the wide range of interventions to ensure that there is a clear rationale for individual interventions related to health and wellbeing. It should review its approaches to assessing and planning for health and wellbeing needs to ensure that interventions are well matched to the child's key barrier to learning. Individualised targets well aligned to key life skills will support a coherent approach to meeting needs in an inclusive learning environment.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.



Summarised inspection findings

Brunstane Primary School and Nursery Class

The City of Edinburgh Council

30 April 2019

Key contextual information

Brunstane Primary school nursery class is situated within the campus of Brunstane Primary, Edinburgh. It serves the area of Brunstane and Portobello in Edinburgh and provides early learning and childcare for up to 96 children age three to those not yet attending primary school during term time. The nursery class operates from a separate building within the school grounds with access to a large dedicated outdoor space. At the time of the inspection there were 64 children attending on a full time basis. Over the past academic year, the nursery has undergone considerable expansion and refurbishment to accommodate increased numbers. The team of leaders, practitioners and support staff has therefore also grown to support this expansion.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery class recently reviewed its vision, values and aims alongside the primary school. This involved consultation with stakeholders to gain their views. The vision includes creating a 'safe, welcoming, inclusive and nurturing ethos for all learners'. The values of 'respect, community, creativity and care' are attractively displayed throughout the nursery and adapted well to enable children to engage with them. The team continue to build on this positive start to exploring their values with children and families in a meaningful way.
- The nursery team has recently undergone considerable expansion in line with a move to full time provision for larger numbers of children. This development has been ably led by the leadership team. It has resulted in the newly formed team working well together and providing each other with good support. Practitioners demonstrate a collective commitment to continuous improvement and to providing all children with quality early learning experiences. They take advantage of professional learning opportunities to deepen their thinking and improve practice. As a result, they are beginning to establish approaches to improvement and early learning that are underpinned by current thinking and research. Leadership at all levels is also beginning to be developed and nurtured. Practitioners take forward particular aspects of nursery improvement, according to their professional interests and strengths. As these newly established roles continue to develop, it will be important to evaluate their impact on children's learning and progress. It will also be useful to link these roles more closely to the nursery's priorities for improvement and to raising attainment.
- The nursery class is well led by the headteacher and the leadership team. They have high expectations for the service they provide and have responded positively to change and challenge. A clear rationale for improvement priorities supports well-judged decisions which benefit children and families. For example, children have access to a high quality learning environment as a result of improvement work. Identified priorities take account of the necessity to have a brisk pace of change and to ensure consistency of expectations. It will now be important to build on this good practice. We have asked that the team continue to streamline

their approaches and supporting documentation relating to their improvement journey. This will support practitioners to focus more closely on the main priorities that will have the greatest impact for children and to evaluate accordingly.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- The ethos of the nursery is warm, welcoming and caring. Children are settled within the playroom and quickly find learning tasks to interest them as they arrive each day. They are valued by practitioners who support them to feel safe, secure and relaxed as they learn through play. As a result, children are becoming confident individuals and successful learners. They are motivated by the very attractive and interesting learning environment both indoors and outside. The wide range of carefully planned learning resources and experiences help children to take an active role in their learning. They make choices about where they would like to play and most sustain their concentration well for chosen tasks and small group work. Regular access to outdoors and use of local natural spaces for outdoor learning is also building children's self-esteem and confidence. They are developing their independence well and are encouraged to be responsible throughout their play and routines. As planned, the team should continue to build on their use of real-life learning contexts to support children's developing skills.
- Practitioners have a good understanding of child development and demonstrate responsive, supportive relationships with children. The team is led well in developing their approaches to delivering quality early learning. As a result, they have been successful in creating a positive climate for learning and achievement. The flexible structure of the day allows children time and space to follow their own interests. Practitioners know children well as individuals and tailor their interactions appropriately in order to support their learning. They interact in a way that is sensitive and promotes children's confidence in themselves. The team continue to build on their good use of skilled questioning to extend children's thinking. They recognise that this is an area that will benefit from improved consistency. The use of digital technologies to enhance children's learning should also be developed further.
- Practitioners know children well as individuals and increasingly as learners. Children who require support with their learning or face additional challenges benefit from tailored and targeted approaches. Observations of children's interests are used as a stimulus for planning which allow practitioners to be responsive. Children are supported to ask questions and share their ideas. Practitioners recognise that approaches to responsive planning should continue to be developed in order to provide increased depth in learning. The nursery team plans to extend these approaches to increase children's involvement and awareness of themselves as learners. Children would benefit from more opportunities to discuss their own learning and reflect on their achievements.
- Regular, good quality observations of children's learning and experiences are included in their electronic learning journals. Parents have electronic access to these and make valuable comments and contributions. In the best examples, observations are informing assessment of children's learning across the curriculum and leading to next steps. Practitioners continue to

build their skills in observing children's learning and consistency across the newly formed team. They recognise that they need to build on the current good practice so that observations are closely focused on children's learning. It will also be useful to continue to enhance arrangements for discussing and recording children's progress. The 'learning cycle' continues to be a focus for development which will help them to achieve these desired aims.

2.2 Curriculum: Learning and developmental pathways

- The nursery's curriculum is well-matched to the needs and developmental stages of children. It is firmly based on play, supported by skilled adult interactions. Their curriculum framework is developing as practitioners continue to deepen their shared understanding of play-based pedagogy. The experiences and outcomes of Curriculum for Excellence are used to plan a wide range of learning opportunities for children. In order to ensure curriculum delivery takes full account of children's needs and stages of development, the 'Pre Birth to Three' curriculum could be further explored.
- Well considered literacy interventions are supported by practitioners who promote an ethos of storytelling, talking and listening within a rich literacy environment. Children share their love of books and story time sessions openly and are motivated to explore books and tell stories independently. Professional dialogue about these sessions will continue to build confidence within the team about the importance of this aspect of their curriculum.
- As planned, practitioners and senior leaders should now build on their use of national practice guidance 'Building the Ambition' to continue to enhance their approaches to children's wellbeing.
- Practitioners make good use of the community to enhance children's experiences. Accessing the schools wider community partnerships and citizenship groups such as Eco Warriors, would encourage children to make links between the skills they are learning within their nursery community, and those they need for future learning and life.

2.7 Partnerships: Impact on children and families – parental engagement

- One of the nursery's important strengths is the positive relationships they have built with families and their local community. These relationships are based on mutual trust and respect. Practitioners encourage this established relationship by encouraging families to be involved in the life of the setting through volunteering and participating in celebrations and events. These include 'stay and play', trips within the local community, a 'parent party' and social media links.
- In response to consultations, bespoke family learning opportunities are also delivered by practitioners or signposted to. These parent groups and family learning sessions contribute to improving outcomes for children and families. Senior leaders and practitioners are also supporting families to engage in programmes, in order to support positive destinations.
- Online journals are effectively sharing children's learning with parents. Families are encouraged to contribute to these and are welcomed into the setting to do so with support each week. Practitioners understand the importance of gathering effective parental voice in supporting children's learning. They are raising awareness of the positive impact families make through being involved in their child's learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Within the nursery, children appear happy and relaxed as they play. Most children confidently articulate their thoughts and preferences appropriate to their stage of development. They are supported by caring and respectful practitioners who have a good understanding of their needs. Children take ownership of their nursery values, and evidence these in action through displaying respectful behaviours towards each other and resources. Children anticipate and respond well to clear and supportive routines and boundaries. These are now good foundations on which to build children's understanding of the United Nations Convention on the Rights of the Child.
- Practitioners are skilled in identifying the needs of children, families and their community. Local trips and outings are thoughtfully planned to ensure children and families have opportunities to explore their community and build aspiration. Professional discussion as a team surrounding equitable opportunities for all would further develop this good practice.
- Community engagement opportunities such as visits to the orchard, river and local parks have instilled a sense of community pride in children. Most children know how to keep safe and assess risk independently during play and learning opportunities. 'Calamari SHANARRI', the 'Getting it right for every child' mascot has recently been introduced to children with a view to exploring wellbeing Indicators. Practitioners should build on their good practice in supporting children's needs by developing further their planned approaches to health and wellbeing.
- Senior leaders and practitioners comply and actively engage with statutory duties. Discussions during inspection outlined the need for a more robust and coherent system to support effective record keeping. This includes developing further approaches to reviewing children's personal plans and nursery policies. These improvements will help ensure important information relating to children and practice is up to date, and easily accessible.
- Aromas of healthy breakfasts and home baking made by children provide a warm, welcoming environment in which to play and learn. A few children receive targeted interventions during mealtimes which are well planned, nurturing and respectful. Practitioners are proactive in planning for children who face challenges in their lives, ably led by the senior early years intervention officer. There is a clear vision for improving outcomes for children based on their individual needs.
- Intergenerational learning is celebrated through weekly visits to the local care home. Funding was secured to purchase interactive resources for children and residents to play together. Practitioners raise families' awareness of the rich learning opportunities that this offers to children. The success stories from this opportunity have resulted in nursery children being asked to sing at a community Dementia Awareness event.

- All families are treated with dignity and respect. We discussed with practitioners resources that they may find helpful to explore issues such as gender equality and cultural diversity with children.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Overall, quality approaches to early learning and childcare are supporting children to make good progress in their learning. Most children are making good progress in communication and early language. They are becoming confident communicators as they make their needs known to practitioners and create imaginative games. Practitioners have a sound understanding of how young children develop early language skills and apply this in practice. Children are developing good talking and listening skills through small group work, singing and enjoyable, engaging storytelling sessions. Most children recall the narratives of familiar stories and discuss the different characters. Children are developing an awareness that print has meaning and recognise their own names when self-registering for snack. The majority of children show an interest in mark-making and representing their ideas through drawing and emergent writing. We discussed with practitioners that children would now benefit from more opportunities to apply these developing skills for a purpose.
- Most children are making good progress in numeracy and mathematics. They count with increasing confidence during play and real-life contexts such as buying and preparing snack, tooth brushing and outdoor learning. The majority of children recognise numbers in the environment. Children explore size and shape as they play with construction resources, puzzles and role play traditional tales. They enjoy experimenting with concepts of weight and measure while participating in baking activities. We have asked practitioners to focus closely on these developing skills and to provide additional challenge where appropriate. This will help all children to make the best possible progress.
- Most children are making good progress in health and wellbeing. They are becoming confident individuals with a growing sense of responsibility. Children understand how they can support their own wellbeing through making healthy food choices and keeping active. They offer healthy suggestions for snack and create their own to share with parents at 'beats and treats' sessions. Most children are developing good physical skills as they ride a range of bicycles and test their own balance. They show an understanding of risk as they responsibly assess safety when out in the local area. Children are developing empathy and an awareness of the needs of others through their community links with care home residents. They are respectful of each other and co-operate well as they play. We have asked practitioners to increase opportunities for children to influence and contribute to the life of the nursery.
- Children are becoming successful learners and making good progress over time. Practitioners make sound professional judgements about how children are developing and learning. As

planned, this now needs to be more effectively demonstrated in children's tracking information. This will help the team to more consistently build on children's prior learning and ensure continuous progress. Practitioners use praise effectively to recognise children's achievements and attractively display their work in the playrooms and welcome areas.

- Practitioners know children and families very well. They take good account of their individual circumstances and provide carefully planned, tailored support. As a result, the team is improving outcomes for children and families. This includes linking parents with valuable community resources. Practitioners are proactive in identifying and reducing barriers to learning through targeted approaches in order to promote equity in their work.

Choice of QI: 2.4 Personalised support

- Universal support
- Role of practitioners and leaders
- Identification of learning needs and targeted support
- Removal of barriers to learning

- Children in the nursery receive good quality universal support. Learning activities are well-matched to their developmental stages and needs. Their curiosity, creativity and inquiry skills, are visible within the well-planned, attractive and interesting learning environments. Daily access to outdoors is supporting children's sense of wellbeing. Children are immersed in spontaneous play opportunities that are richly resourced with natural materials and loose parts.
- Practitioners are beginning to use educational research and improvement science to take account of how children use resources and their environment. The success of the changes made from this improvement focus is that children are settled, engaged and making good progress. Further consideration could be given to using a range of research and materials to support play and learning about sustainability and the environment.
- The roles of practitioners is clearly defined and understood. Interactions between children and practitioners are warm, respectful and developmentally appropriate. Children respond positively to the existing keyworker approach that is in place. Further exploring the principles of nurture to promote and support children's wellbeing may further enhance this approach. Practitioners recognise that it would also be beneficial to develop their links with external agencies such as the health visiting service.
- Senior leaders and practitioners have reviewed and updated approaches to promoting positive behaviour in order to ensure they are consistent and inclusive. As a result, values in action are evident throughout the setting as children confidently articulate and share expectations surrounding relationships.
- Assessment tools are used to celebrate children's strengths and identify those who face barriers in their learning. This helps practitioners to provide effective support and timely interventions. As previously discussed, documentation of children's progress would benefit from further co-ordination to help measure effectiveness of approaches and plan future interventions.
- The local authority 'Raising Attainment Plan' has been personalised to identify specific aims for Brunstane nursery. Learning targets for children are appropriate, proportionate and linked to these aims. Coordinating a whole nursery approach to supporting children to achieve these could ensure greater depth, progression and success for children. Targeted interventions are showing early signs of positive impact and improving outcomes for children.

Practice worth sharing more widely

- The nursery's effective approach to developing children's love of stories and books. Children experience enjoyable and engaging storytelling sessions. These are effectively supporting the nursery's approaches to promoting equity and securing children's progress in communication and early language.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.