

BROUGHTON PRIMARY SCHOOL

FOLLOW THROUGH REPORT

1. The inspection

HM Inspectors of Education (HMIE) published a report on the quality of education in Broughton Primary School in March 2013. Subsequently the school with support from the education authority ensured the school improvement plan took account of the findings of the inspection.

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

This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.

The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

2. Improvements in the quality of education provided

2.1 Learning and achievement

The children in Broughton Primary School including the nursery and language classes continue to learn and achieve well. Pupils were motivated, well behaved, polite and enthusiastic learners who were actively involved and engaged in their learning. Opportunities were provided for the learners to work independently, in pairs and in groups on a variety of appropriate challenging tasks and activities. Throughout lesson observations learning intentions were shared with all pupils and the school is well placed to further develop their work on creating the steps to success with pupils and ensuring pupils receive good quality feedback on their learning. The focus on the use of Bloom's taxonomy higher order questioning in all classes was increasing the support and challenge for both staff and pupils.

In the nursery a more responsive and reflective approach to planning was in the early stages of development ensuring a more pupil lead focus on learning. Staff were working with increased collegiality with clearer defined roles and responsibilities for curricular areas. Recent improvements to the learning environment has had a positive effect on climate and relationships for learning. Displays and information now inform learners and parents of progress and next steps.

The introduction of numeracy and literacy trackers in the nursery are helping to ensure appropriate pace, challenge and differentiation for learners.

The introduction of learning walls and floor books was helping to increase pupil voice and to help pupils plan their own learning. Pupils spoke highly of the opportunities which they have to share

these floor books and their class learning with their parents/carers 'drop in' sessions.

The introduction of scaffolded target setting approaches by class teachers was helping pupils assess aspects of their own learning and enabling them to be clearer about their strengths and progress. Teachers should continue their plans to help pupils reflect on their next steps in learning using some of their latest and best work gathered in their personal learning folders.

Pupils across the school continue to make good progress in their learning and had achieved good standards in reading, writing and mathematics. The school had introduced a robust attainment tracking system and staff now make consistent and systematic use of attainment data including the newly introduced standardised assessment in reading and mathematics to provide a clear overview of children's performance.

The new learning and teaching assessment framework and staff graffiti wall on best practice was helping staff develop a more consistent approach to learning and teaching across the school.

Pupils felt they have more ownership of their learning. They were consulted about the topics they are about to study and plan well with the teacher as to how their learning and assessment will progress. Pupils spoke positively about their input into their homework which was used well to reinforce their learning and provided a choice of creative challenges.

Pupils in P7 have leadership responsibilities such as, wet weather monitors, stair monitors, recycling and reading buddies to P1. Pupils in P5 received training as playground buddies and P6 pupils were reading buddies for P2 pupils. The Pupil Council recently introduced a House system within the school which pupils, parents and staff have all engaged with.

Other achievements were celebrated through interactive displays and through a widened and enhanced range of pupil groups. The Pupil Council report that they felt more involved in the decision making across the school and this was reflected in seeking the views of parents and the Parent Council.

The school had increased the allocation of specialist physical education (PE) time and had taken part in an extensive range of sporting events and activities. The successful Junior Award Scheme Scotland (JASS) programme was being developed within curriculum time to better target pupils who required support in experiencing wider achievements.

2.2 *Meeting pupils' learning needs*

Good progress had been made in the development of the curriculum. New progressive curriculum frameworks in all curriculum areas were helping staff plan a more cohesive and progressive learning experience. Staff had a clearer plan of how they were moving forward with *Curriculum for Excellence* and stated they feel much more confident using the Experiences and Outcomes and had a much clearer understanding of progression through the levels.

The school's focus on mathematics with the introduction of new resources and approaches was helping strengthen attainment in this area. Updated homework tasks and challenges were helping give pupils more personalisation and choice in their learning.

Commendably the school had introduced the 1+2 Modern Language policy and staff had been trained in teaching children German and French. The school had plans to further develop this work by producing a school modern languages framework.

Quality class termly newsletters were helping share curriculum experiences with parents/carers and were ensuring staff continue to reflect on the four contexts for learning.

Staff were given more opportunities to lead curricular areas and workshops. They shadow each other and plan their learning well with their stage partners.

Several staff had been leading work and working with some pupils on outdoor learning initiatives to enhance pupils learning opportunities outside the classroom and the pupils spoke positively about planned playground development using the 'Loose Play' creativity materials. The school was well placed to further develop a whole school approach to outdoor learning.

Pupils experienced two hours of high quality PE and had taken part in a wide range of Edinburgh Primary Schools Sports Association (EPSSA) sporting events such as basketball, football, swimming and cross-country and with Parent Council support have a programme of Gaelic football.

In consultation with staff, pupil and parents/carers the school had revisited their vision and values and had identified the need to work with their quality improvement officer to develop a flexible strategic plan for the next three years to ensure the curriculum provided well planned joined up learning across the curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.

The staff at Broughton Primary School continued to meet pupils learning needs well and all staff were committed to the 'Getting it Right for Every Child' (GIRFEC) principles.

The additional support for learning team had been successfully developed with a focus on teachers understanding and confidence in applying the SHANARI indicators and their role within the GIRFEC model. Teaching staff complete Wellbeing Concern forms which they used to make referrals to the additional support for learning team and to initiate the compilation of an Assessment of Need.

The use of the Circle document had increased knowledge of the pathways of support and the deployment of support staff.

Staff felt that the introduction of termly attainment meetings were beginning to have an impact on pace and challenge throughout the school and they were working together to continue to ensure their tasks, activities and resources were well planned to meet the needs of all learners.

2.3 Leadership and direction

The new headteacher was highly committed to the school. She demonstrated strong leadership and had a clear understanding of how to move the school from 'good to great'. Together with the deputy headteacher and the acting principal teacher they were committed to developing leadership at all levels and were working very well with the staff team to ensure continuous improvement. Staff spoke very positively about the improvements in the school since the inspection.

A detailed self-evaluation framework had been introduced and this alongside a rigorous approach to monitoring and tracking was helping staff become more reflective on their practice. High quality support for career-long professional learning was in place to support improvement.

Pupils felt as though they were involved in and consulted on a range of school initiatives and school improvements and spoke positively about the introduction of new house system. The next step in this process would be to involve pupils in dialogue about improvements in learning and teaching.

The school had just achieved their second Eco Schools Scotland green flag and had achieved their 'Recognition of Commitment' status to be a Rights Respecting School.

The school recognised the need to further develop a range of systems to ensure they gather and respond to the views of partners and all stakeholders in terms of monitoring and evaluating the quality of provision at Broughton Primary School.

3 Conclusion

With support from the education authority, Broughton Primary School provided a good standard of education for its pupils. The school had made good progress since the inspection and had made improvements in light of the inspection findings. The leadership and teamwork in the school provided a very good basis for continued improvement.

The education authority will not publish further reports in connection with the 2013 HMIE report but will continue to work with the headteacher to ensure the school's robust self-evaluation and monitoring approaches lead to continuous improvement.

The school and early years quality improvement officer will continue to work with the school on their nursery improvement plans.

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