

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on the quality of education in Brunstane Primary School in October 2007. Subsequently the school with support from the education authority amended the school improvement plan to take account of the findings of the inspection.

An education authority team 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

Across the school pupils were making satisfactory progress and in the early years some pupil groups were making very good progress. Generally at all

stages in the school pupils reading, writing and mathematics had remained steady for the last two years and continued as an area for improvement.

Some pupils from P4 to P7 stages had made very good progress in reading, writing and mathematics but a small number of pupils required better opportunities to help to meet their individual learning needs.

All pupils were encouraged to take more active responsibility for their learning. They enjoyed being challenged and in most classes all were motivated and engaged in their learning.

The nursery class provided an active safe and stimulating learning environment for children. Outdoor and indoor play areas had developed children's confidence and their skills. Children enjoyed making imaginative use of space and they were enthusiastic about opportunities provided for exploration and investigation. The nursery class had made good timetabled use of the gym hall and children participated very well in a range of activities.

The school had provided good opportunities for pupils to achieve in a number of areas, for example in eco school activities and in the health week. A range of extra curricular activities and clubs had helped pupils

to extend their experiences and confidence in meeting new challenges and working collaboratively. There had been regular and successful fund raising with very good pupil participation.

There had been effective development of the writing programme. All staff had been successfully involved in using forward planning guidance in writing from the new Scottish curriculum. Writing targets were shared with pupil and pupils were aware of the targets displayed in their writing folders. New approaches to reading had been implemented and this was beginning to impact positively on pupils' enjoyment and understanding of books they were reading.

2.2 Meeting pupils' learning needs

Pupils enjoyed being in school and they were interested in their work. They worked well in pairs and cooperatively in group activities. Teachers had involved pupils in more active opportunities to share and develop writing and thinking skills. Pupils' writing was well presented and high expectations were set and achieved. Teachers provided clear strategies to improve learning and teaching.

Teachers identified most individual pupils' needs well.

The school was good at identifying and providing support for pupils with additional needs.

There was a very good and inclusive ethos and pupils demonstrated values of respect understanding and consideration for others.

Very good support was provided to build pupils self esteem through the nurture group initiative in school and in the nursery. Pupils had greatly benefited from this enhanced support and were becoming more effective learners and taking more responsibility for being involved in initiatives.

There were strong partnership approaches with other agencies to help to support pupils.

2.3 Leadership and direction

The school had clear aims and values and these were shared with staff, parents and pupils. The headteacher provided committed leadership and regularly evaluated the school's work and progress including areas for development with staff and parents. She knew pupils well and gave supportive advice to staff. She made frequent visits to classes to support pupils learning. Improvements were regularly implemented and reviewed with staff and parents.

The headteacher and staff worked well together. Staff had willingly taken on responsibilities offered to them and there was very good teamwork and positive relationships in school.

There was a stable staff complement with one recently qualified teacher on the staff.

There had been very good opportunities for staff to share good practice with each other through class visits and this had positively helped to improve practice.

The acting principal teacher had provided very good evaluative support for the nursery.

The headteacher and principal teacher regularly visited classes in school and in the nursery. Staff were confident in identifying what was going well and what needed to be done in order to improve. In the school and in the nursery children could discuss their learning with some insight and understanding.

The Parent Council worked closely with the school and supported it well. An active parent teacher association provided good additional support for events and fund raising.

3 CONCLUSION

With support from the education authority, Brunstane Primary School provided a good standard of education for its pupils. The school had progressed very well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a positive impact on the work of the school. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2007 HMIE report.

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BRUNSTANE PRIMARY SCHOOL

Follow through report on the HMIE inspection

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