

1 THE INSPECTION

HM Inspectors of Education (HMIE) published a report on Bruntsfield Primary School on the quality of education in October 2008.

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 officer from the 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 for improvement, and produced a progress report for parents.

This report comments on the quality of education provided by the school since the original inspection. It also describes 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 very good progress. Pupils' previous high levels of attainment in reading

and writing had been exceeded over the last two years. Almost all pupils were attaining or exceeding expected national levels of attainment.

Wider achievement was well recognised, celebrated and promoted within the school. The school had begun to track wider achievement of pupils and pupils more confidently shared their successes from outwith the school.

Pupils were motivated, enthusiastic and actively involved in planning their learning. They had many opportunities to work cooperatively. Pupils were given opportunities to take responsibility and to lead their own learning. Thematic teaching in the context of Sandbox Civilisation, Mary Queen of Scots Enterprise project and the P7 Year Book were excellent examples where pupils effectively took responsibilities and were able to share the successful outcomes with a wider audience.

Pupils were very proud of their school and had very high expectations of themselves in both their learning and behaviour.

The school was committed to the aims of Curriculum for Excellence. Staff had made a very positive start on including the outcomes in their planning. The school had developed robust systems of self-evaluation which included

pupils and parents, leading to significant progress in personal learning planning, active learning and support for all pupils including those gifted and talented.

2.2 Meeting pupils' learning needs

Relationships between staff and pupils were very good. Pupils were respected as individuals. Teachers had very effective approaches to involve pupils as fully as possible in their learning. Pupils enjoyed the opportunities they had to work as a class, in groups, in pairs and independently and were developing skills in reflecting on their own learning through their individual achievement folders.

Teachers shared the purposes of lessons with pupils and questioning was used to further involve pupils in what they were learning and to check understanding. Target setting was well established and contributed to pupils being more involved in and responsible for their learning, particularly with what they needed to do next. Pupils evaluated their own work and gave feedback to their peers. They enthusiastically engaged in discussion.

The stronger focus on liaison among teaching staff, learning assistants, support for learning staff and the management team has resulted in greater pace and challenge in all classes. This has provided pupils with more appropriate learning and teaching experiences, which were rigorously monitored and tracked by the management team.

Effective learning and teaching strategies included the use of information and communications technology (ICT) across the curriculum to enhance the pupils' learning experiences. Pupils used ICT confidently to support their learning and demonstrated highly developed skills in this area of the curriculum.

2.3 Leadership and direction

The headteacher had a clear strategic vision and direction for the school which focused appropriately on pupils' achievement, attainment and meeting the needs of all learners. All staff worked very effectively as a team to motivate and engage pupils in their learning.

Staff and pupils welcomed and valued the diversity of the pupils. A shared understanding and commitment to enhancing pupils' learning experiences had strengthened partnerships between staff.

All staff had leadership remits and responsibilities, which were negotiated in a team environment. This approach had enhanced the learning experiences within the school.

The senior management team and staff used self evaluation effectively to monitor and evaluate the work of the school. Good practice in learning and teaching was shared. This had improved staff practice and was also used to inform the school improvement plan.

Parental involvement in their child's learning had been further developed and enhanced through continued dialogue in the personal learning planning process, which had impacted very positively on pupil progress in the new curriculum.

3 CONCLUSION

With support from the education authority, Bruntsfield Primary School continues to provide a very good standard of education for its pupils. The school had progressed very well since the inspection and had made the improvements in light of the inspection findings. The current improvement plan had made a very positive impact on the work of the school. The very effective teamwork in the school provided a very strong basis for continued improvement. The education authority will not publish further reports in connection with the 2008 HMIE report.

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Quality Improvement Officer
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BRUNTSFIELD PRIMARY SCHOOL

Follow through report on the HMIE inspection

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