

Summarised inspection findings

Braidbar Primary School

East Renfrewshire Council

23 May 2023

Key contextual information

Braidbar Primary School and nursery class is a non-denominational school serving the Giffnock area of East Renfrewshire. Approximately twenty percent of the pupils attend the school from outwith the catchment area. The current roll of the school is 196 children across 8 classes. Most children reside in deciles nine and ten of the Scottish Index of Multiple Deprivation data zones. Forty-one percent of children have English as an additional language. The senior leadership team consists of a headteacher, depute headteacher and an acting principal teacher. Attendance for school session 2020-2021 was 96.7% which is above the national average.

2.3 Learning, teaching and assessment

very 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 Braidbar Primary School, staff create positive learning environments underpinned by the school values and children's rights. All staff and children focus on ensuring values of 'kindness, ambition and creativity' are evident in the daily life of the school. As a result of these shared values, children benefit from mutually respectful and positive relationships. Classrooms are bright and wall displays are child led, leading to children having ownership of their learning environment.
- Children are very proud of their school and are confident sharing their learning with each other and visitors. They demonstrate awareness of the needs of their community and how they can support different groups. Children create starter packs for new children moving into the community from abroad. Children are confident talking about their own experiences, beliefs and cultures and enjoy learning with and from each other. This results in an inclusive approach to learning which builds on the experiences and values of individuals.
- Most children contribute well to the life of the school through a wide range of pupil leadership roles including as members of eco, equalities and health and wellbeing committees. The 'young leaders of learning' have a key role in supporting school improvement using 'How good is OUR school?' to support their work. They are passionate in consulting their peers about what is important to them in school and report confidently on the improvements they have made.
- Almost all children across the school are motivated and engaged in their learning. They enjoy well-planned opportunities to apply their knowledge and skills in real-life contexts which have a clear purpose. For example, children used mathematics and map reading skills to plan a visit by train to a local area. The 'spotlight skills' sessions enable children to develop a range of skills for learning, life and work in real-life contexts. Children learn well in a range of contexts outdoors, both in the school grounds and the local area. Children across P1 to P3 learn skills in the 'secret garden' through a progressive outdoor learning programme. Older children use the

outdoors for physical education (PE) and to apply their skills, for example, in measuring perimeter and calculating area.

- Children work well independently, in pairs and in groups. They make choices in what and how they learn through interdisciplinary contexts. This is providing them with opportunities to lead aspects of their own learning. Children are well placed to take even more responsibility for leading their own learning.
- Almost all lessons are well-planned and resourced to meet the interests and needs of children. Teacher explanations are clear and help children know what they need to do in their learning. Almost all teachers use questioning well to check for understanding and most use a range of questioning techniques to develop children's thinking skills. Almost all teachers share learning intentions and success criteria effectively which helps children know what they need to do to be successful in that lesson. Where success criteria are co-created with children, this helps them to take increased ownership of their learning. There is scope for the co-creation of success criteria with children to be further developed across the school.
- In almost all lessons, the pace of learning is brisk and planned at the right level of difficulty for almost all learners. Teachers build very well on children's prior learning. Most children who are working beyond nationally expected standards have appropriate challenge and opportunities to extend their learning. Teachers should continue to ensure that children are given sufficient time to carry out written work, particularly during writing lessons. This will ensure they can demonstrate the knowledge and understanding they have developed.
- Teachers provide positive written and oral feedback to children linked to the success criteria. This helps children to know how successful they have been in that piece of learning. Teachers should continue to develop the quality of feedback across learning to ensure this helps children know what they need to do next to improve. As part of this, children need greater opportunities to act on the feedback provided. This will help them to develop personalised targets in the areas they need to improve and increase further ownership of their learning and progress.
- Staff working across early level are developing their approaches to play-based pedagogy. Learning environments are well-resourced and support children to participate in free-flow play balanced with direct teaching in small groups. Staff interact well with children to support their learning. Staff should continue to work with children to plan learning in different areas. This will help children understand what they are expected to learn through their play. As play progresses through the school, staff should work together to ensure they build on existing practice to ensure play is integral to learning.
- Children use a range of digital technology well to enhance their learning across the curriculum. They are confident using tablets to research, record and present their learning. They access and use digital applications to help gather and share views and support their learning, for example to hear correct pronunciation in French. Across the school, children are developing well their coding skills using a range of devices and software. Virtual reality (VR) headsets are providing motivating stimuli to enhance learning. For example, children use the VR headset to explore what they see, feel and hear in the Arctic to support their writing. Digital leaders use their skills in digital technology to teach skills to other children.
- All teachers plan assessment as part of learning and teaching. Teachers use an appropriate range of assessments at different times to support children's progress. During lessons, teachers use assessment well to ascertain where children need additional support or challenge in their learning. Teachers share and discuss with each other the progress, attainment and achievements of individual children at key points of transition. This supports children to build on their prior learning as they move through the school.

- Teachers work well together, and with staff from other schools, to develop a shared understanding of standards through collaborative planning and discussion of children's work. These approaches to moderation are resulting in robust teacher judgements of progress and achievement of Curriculum for Excellence (CfE) levels. Staff are now well-placed to work with colleagues beyond their cluster to continue to refine their understanding of national standards.
- Teachers use local authority progression pathways and skills frameworks well to support planning. Teachers are empowered to adapt planning responsively to meet children's needs and interests. Children are actively involved in planning interdisciplinary topics. This supports their engagement and enjoyment in learning related to the topics.
- Teachers gather a wide range of assessment and other information to monitor and track children's progress in literacy and numeracy effectively. As a result, senior leaders and teachers have a comprehensive knowledge of the progress and attainment of individuals and groups. As a team, they identify those children who require additional support and challenge and plan suitable interventions. These interventions are monitored very effectively to ensure improved outcomes and a positive impact on attainment. As planned, senior leaders should continue to develop systems to include tracking children's progress in other areas of the curriculum.

2.1 Safeguarding and child protection

- 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.

3.2 Raising attainment and achievement

very good

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

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is very good. In session 2021-22 most children at early and first level and almost all at second level achieved the appropriate CfE levels in literacy and English, and numeracy and mathematics. A few children at almost all stages are working beyond expected levels of attainment. Almost all children with barriers to learning are making very good progress towards individual targets in literacy and numeracy.

Attainment in literacy and English

- Across the school, progress and attainment in literacy and English is very good.

Listening and talking

- Children contribute enthusiastically to class discussions. They have rich opportunities to apply their listening and talking skills in different contexts. For example, children participate in learning assemblies and leadership committees.
- Children working within early level listen and respond very well to others. They follow instructions well. Most children share their ideas and take turns. Children working within first level confidently share thoughts and opinions on a range of subjects. They respond well to different types of questions. Children working towards second level confidently contribute to class discussions, express views, and listen respectfully to others. They build on the contributions of others and support others' opinions and ideas.

Reading

- Children working within early level build on their knowledge of sounds, letter patterns and common words confidently through learning activities. They read familiar words accurately in sentences. They can sequence a story and answer questions about a text. At first level, almost all children read familiar texts with fluency and expression. They confidently make predictions, summarise and answer a range of questions about texts. Almost all children working towards second level read with fluency, understanding and expression using appropriate pace and tone. They apply a range of reading skills for example, skimming, scanning, predicting, clarifying and summarising.

Writing

- Almost all children working within early level form letters correctly and use capital letters and full stops accurately in sentences. They use their knowledge of single sounds and letter blends to spell familiar words correctly. Children working within first and second level write across a range of genres. At first level, children confidently use relevant and interesting vocabulary to inform and entertain the reader. They spell commonly used words successfully and use their knowledge of spelling rules to spell unfamiliar words. At second level, children

demonstrate a very good understanding of structure and style of different genres. They use notes and other sources to create new texts to convey information. Overall children working at first and second level would benefit from more regular experience to produce extended writing using teacher feedback to support improvements. There is scope for improvement in children's handwriting at first and second level.

Attainment in numeracy and mathematics

- Overall progress and attainment in numeracy and mathematics is very good. Children across the school have regular opportunities to develop their skills in problem solving and apply these in play-based learning experiences and real life contexts.

Number, Money and Measure

- Children working within early level are developing their confidence in adding and subtracting numbers mentally to 10. They use appropriate language of measurement when comparing common objects. At first level, almost all children identify the place value of three-digit numbers and can add on and subtract from these. Children working within second level confidently create equivalent fractions and express fractions in their simplest form. They read and record time using both twelve hour and twenty-four hour notation and convert between the two. They confidently calculate durations of activities.

Shape, position and movement

- At early level, children can confidently identify two-dimensional shapes. They understand and correctly use the language of position and direction. Almost all children working within first level identify symmetry in patterns, pictures and shapes. They create symmetrical pictures and designs with more than one line of symmetry. Children working within second level use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. They are confident in measuring and drawing a range of angles.

Information Handling

- At early level, almost all children collect and sort data for a given purpose including using tally marks and pictorial displays. Children working within first and second level confidently use a variety of different methods, including the use of digital technologies, to display data. They know to include a suitable title, labelling on both axes and an appropriate scale.#

Attainment over time

- Data about children's levels of attainment in literacy and English and numeracy and mathematics for the last five years shows a pattern of high attainment overall. Attainment in the early level was impacted by the COVID-19 pandemic. Senior leaders are aware of the underlying reasons for this and made effective strategic decisions to support identified needs. As a result, attainment at early level has improved to pre-pandemic levels. Almost all children are on track to achieve the appropriate Curriculum for Excellence levels in literacy and English and numeracy and mathematics by the end of June 2023.
- Senior leaders and staff can evidence improvements in attainment in literacy and numeracy for almost all children. Teachers use the 'data dialogue' approach very effectively to identify gaps in children's learning. They plan appropriate interventions to help children who are not achieving expected levels to make progress. These approaches are contributing to reducing identified gaps in learning for individuals and groups of children.

Overall quality of learners' achievements

- Children value their achievements being recognised and celebrated by staff, including at assemblies and online platforms. This includes receiving awards for demonstrating the school's

shared values through their achievements. Children speak with confidence and pride when discussing their many achievements, in and out of school.

- Children develop an extensive range of leadership, communication and citizenship skills through taking part in a variety of pupil committees including house captains, STEAM committee and digital leaders. Evidence of achievement shows that children on these groups make a significant contribution to the life and work of the school.
- Children across the school take part in regular 'spotlight skills' sessions. During these sessions, children participate in real-life and relevant learning contexts including food and health, community and design and manufacturing. Children are developing skills for learning, life and work in engaging contexts.
- Staff and partners provide a wide variety of clubs, including basketball, drama, music and multi-sports. Children enjoy attending the clubs. They are learning new skills and building confidence in performing to others.
- Senior leaders audit children's participation in clubs and school committees. As a next step, staff should support children to understand how they are building on the skills they are developing through participation in these activities.

Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. They take effective action to mitigate against any barriers children face and ensure cost is no barrier to participation. As a result, children and families benefit from a range of support, for example access to a free snack from the self-service breakfast store.
- Senior leaders' rationale for Pupil Equity Fund (PEF) spend is based on robust analysis of a wide range of data to identify needs for specific groups of children. Senior leaders consult with the Parent Council and pupil leadership groups to develop plans for PEF interventions.
- Effective use of baseline assessments and evaluations demonstrates the positive impact of these interventions in supporting improvements in literacy and wellbeing. As a result, very good progress is being made towards improving outcomes and closing the poverty related attainment gap through well-planned interventions.
- Children's understanding of protected characteristics is developed through the effective work of the pupil-led equalities committee and a diversity champion parents group. Children demonstrate a strong understanding of how to challenge discrimination and enjoy regular opportunities to celebrate diversity.

Other relevant evidence

- The headteacher provides highly effective leadership for the school community. She is well supported by the depute headteacher and principal teacher. The headteacher's enthusiasm, determination and commitment motivates and empowers staff and the wider community to improve outcomes for all children.
- Children learn through a progressive religious and moral education programme across the school. This programme is responsive to the beliefs and values of individual children and their families. Children's own life experiences are used as a context for learning. Senior leaders should continue to work with teachers, children and parents to develop their inclusive approaches to religious observance.
- Children learn French across the school, building appropriately on prior learning to develop their listening, talking and writing skills as they progress through the school. Children from P5-7 also learn Urdu as their second language which is culturally inclusive for their school community.
- All children receive their entitlement to two hours high-quality physical education (PE) each week. PE lessons are taught by class teachers using the local authority progression frameworks. Senior leaders and teachers should continue to monitor the impact of the extended PE lessons, particularly with younger children.
- All children have access to a range of age-appropriate fiction and non-fiction texts in class libraries and have opportunities to visit the local library. The choice of books reflects a range of cultures.

Practice worth sharing more widely

- The school has a highly effective approach to working in partnership with children and parents to build a culture of equality. As a school community they wanted to recognise and celebrate the religious and culture beliefs of all children and their families.
- Regular 'spotlight skills' sessions for all children from nursery to P7 are provided with opportunities to develop skills for learning, life and work in engaging contexts. Across the school year, all children participate in real-life and relevant learning contexts including food and health, community and design and manufacturing. Where appropriate, partners support these sessions. During 'spotlight skills' sessions, children work with peers from different classes. They have the opportunity to apply literacy and numeracy skills in real contexts and learn skills linked to the world of work. Children, through the 'spotlight skills' sessions, are becoming aware of, and understanding, the value of the skills that they are developing. Supported by teachers, children reflect regularly on their progress in the range of skills that they are developing.

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.