

Summarised inspection findings

Braehead Primary School

South Lanarkshire Council

SEED No: 8545723

27 February 2018

Key contextual information

Braehead Primary School is a non-denominational school, which serves the village of Braehead and the surrounding area. The village is located near Lanark in South Lanarkshire. The school's provision comprises two primary classes. The school has 47 pupils.

The headteacher was appointed in August 2017 and is joint headteacher of Braehead and another local primary school.

At the beginning of the inspection week a permanent class teacher took up post as temporary principal teacher, to support the leadership and management of the school. An additional temporary class teacher was appointed to cover required teaching commitments.

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

- All staff are working hard to promote the recently developed school vision and values. The values are evident in the caring, respectful relationships which exist between all staff and children. They are also displayed attractively in all areas of the school. There is scope now for the school to develop the vision further and to develop agreed school aims which reflect the unique context of Braehead. Commendably, the school has started to seek the views of all stakeholders, including parents, more regularly, involving them in school decision making and planning. This practice has been appreciated by parents and should be continued.
- The headteacher, in collaboration with all children, staff and parents, has developed a clear and focused school improvement plan, with long-term and short-term targets. Whilst taking good account of national and local priorities, the plan outlines improvement areas which are specific to the school and gives appropriate detail as to how these will be met. The plan is strategic and shows evidence that the pace of change is being managed well.
- The school has recently adopted a more rigorous approach towards self-evaluation. All staff are now being encouraged to reflect more regularly on their work and the work of the school. Evaluations are being used productively to inform on-going dialogue and improvements. A comprehensive quality assurance calendar is now in place. This places an appropriate focus on classroom visits, including peer visits, to enable teachers to engage in dialogue more regularly about their practice and children's learning. Self-evaluation is also being prioritised by the newly formed 'School Improvement Team'. This team consists of parents and staff and their role is to work collaboratively to help to inform on-going

developments. This team will be a positive addition to the school, helping all stakeholders to feel that their views will be taken into account when changes are made.

- The new headteacher displays strong leadership skills and has made a positive start in leading and managing the school. She is caring, hard-working and supportive of all children and staff, and is taking a well-judged, consultative approach in implementing change. Almost all stakeholders recognise the positive ethos and climate for learning which she is nurturing in the school. The headteacher is now working closely with her staff team, one of whom has recently joined the school and another of whom who has taken on an acting principal teacher role, to ensure that high-quality learning, teaching and assessment is provided consistently.
- All staff work well together. They have a strong voice in influencing school improvement and are committed to their role in implementing agreed changes. They are enthusiastic about their involvement in leading school activities and initiatives. All staff show commitment professionally. They undertake a range of professional learning, which includes on-going moderation work with staff from other schools, attending courses, participating in school collegiate sessions and engaging with additional studies. The headteacher has plans to use collegiate sessions to enhance the learning of all staff.
- The school has made an early start to increasing the leadership skills of children. We ask that they continue to build children's leadership skills at all stages across the school and involve children more in identifying areas for school improvement.

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

- Almost all children are motivated and engage positively in their learning. They are well behaved, mannerly and listen carefully to their teachers. The positive and supportive ethos within all classrooms ensures that children feel cared for and respected within a warm and calm learning environment. They demonstrate kindness and care towards each other. The relationship between staff and children is one of mutual respect across the school.
- Almost all children are confident learners. In all classes, children are active in their learning. Where given the opportunity, children work well collaboratively with partners and in groups. Children are confident when taking on leadership roles within learning tasks. The school should continue to explore further the opportunities for children to lead learning within the classroom and outwith. In most lessons, learning activities and tasks meet the needs of learners. There is scope for the school to provide increased opportunities for further challenge across the curriculum.
- Through committees, clubs and partnership groups there are a range of opportunities for some children to contribute to the life of the school and to the wider community. The school should continue to seek creative ways to develop further pupil voice and engage and empower a greater number of children in the life of the school and the wider community.
- Teachers and children are confident in their use of digital technologies which are supporting learning across a range of curricular areas. In lessons observed, children were enthusiastic and used specific programmes, games and tools effectively to reinforce and enhance their learning.
- In most lessons, learning intentions and success criteria are used well to share the purpose of the lesson. This could be developed further by giving the children increasing responsibility to co-construct the success criteria to better support learners in knowing what they need to learn. In most lessons, teachers use a variety of tasks and activities to create an enjoyable and purposeful learning environment. Children respond well to opportunities for active learning which is evident in almost all lessons and includes practical tasks, group discussions, challenges and games. This is developing further through the use of outdoor learning. Through the variety of interesting learning experiences on offer, the school should continue to make skills more explicit and offer greater breadth, challenge and application across learning.
- Across the school, teachers make timely interventions to provide appropriate support for individual children. Verbal feedback on learning helps children understand what they have

done well and what they need to do to improve. There is scope for the school to ensure children have an active role in responding to feedback and in using this to set their own targets for improvement. While children have some opportunities for self-and peer-assessment, this could be developed further and linked more closely to the agreed success criteria. This will help children to provide their peers with more focussed feedback on learning and how to improve.

- Overall, teachers make good use of a range of assessment information from day-to-day observations of learning, pupil work, planned assessments at specific points in time and standardised assessments. Teachers use the information from these assessments to plan next steps for learners. They should now continue to build on this practice to plan assessments in a more holistic way. This will better help them assess how well children are able to apply their knowledge and skills in new and unfamiliar contexts.
- Over recent years, staff have benefited from worthwhile opportunities to share and moderate standards in literacy, both in school and with colleagues in the learning community. The headteacher recognises the benefit in now extending moderation activities to other areas of the curriculum. This, alongside developing further a more holistic approach to assessment, will continue to support teachers in ensuring their professional judgement of progress, attainment and achievement is increasingly robust.
- Teachers' planning has been reviewed to take account of national and local guidance and identifies what is to be learned. It is comprehensive and proportionate. The school now needs to take forward its plans to develop planning to be more responsive and relevant to children's own interests. Building planning around children's input in a more explicit way will encourage them to take more of a leading role in their own learning.
- The headteacher and staff maintain a systematic overview of the progress of all children's learning across the school. An electronic tracking and monitoring system which allows staff to analyse and use the assessment data they gather in focused ways has been introduced. The headteacher uses assessment data as a focus for professional discussion with teachers in order to predict, monitor and track children's learning in literacy and numeracy. The school should consider how to extend this to other areas of the curriculum including health and wellbeing.

2.2 Curriculum: Learning pathways

- The school recognises the need to work with parents and children to develop a clear curriculum rationale which underpins the design of the curriculum. This will ensure that the curriculum reflects the local context and aspirations for children. Mirroring the approach to developing the school's vision and values, the rationale should be devised by the school in collaboration with staff, parents and children.
- In supporting the development of the curriculum staff would benefit from creating an appropriate curriculum overview which is aspirational and creative with a continued focus on the local environment and the community. This will provide clarity in how to organise and plan the curriculum and consider how it is reflected across the four contexts of learning. Alongside this work the school should continue to develop appropriate curriculum learning pathways for all curricular areas. This will ensure children benefit from learning opportunities which develop progressively their skills and knowledge across all contexts for learning.
- Curriculum planning takes account of national guidance for Curriculum for Excellence. Staff refer to, and make some use of, the experiences and outcomes in each curricular area. In providing meaningful and relevant contexts for learning, they are beginning to group experiences and outcomes from within and across curriculum areas. Further development work is required to ensure a collegiate understanding of interdisciplinary learning which builds on current practice and provides children with more opportunities to learn in meaningful contexts.
- Across the school, children are provided with a few opportunities to develop important skills for learning, life and work. As the school develops further its approach to supporting these skills, it will be important to ensure that experiences and opportunities are planned across the four contexts of learning.
- The school is keen to continue to improve links and work with businesses and the local community. This will provide appropriate opportunities to develop rich, relevant contexts to link together learning in global citizenship, sustainable development, outdoor learning and children's rights in more coherent learning experiences for children.

2.7 Partnerships: Impact on learners - Parental engagement

- Staff across the school are committed to developing good quality partnerships with parents. A range of initiatives are in place to encourage parents to become involved in their child's learning, such as Breakfast Readers Club, volunteer helpers within school and the Activating Braehead Children (ABC) group. As a result, parental engagement in the school is increasing. There is scope to further improve parental engagement through evaluation of actions and outcomes to date. This should have a clear and explicit focus on improving attainment in literacy and numeracy.
- The Parent Council is supportive and proactive in its approach to supporting the life of the school. In particular, Parent Council members are successful in organising and delivering a range of events such as race nights and craft fairs to raise funds for the school.
- Parents receive annual written reports outlining children's progress. Reporting to parents is also taken forward via a range of different formats including parents' evenings, assemblies, school shows, newsletters, homework diaries and the school website. The school uses different ways to ask parents for their views on aspects of school life including questionnaires, and feedback from reports, school events and pupil reviews.
- This academic year, the headteacher has established the Braehead School Improvement Team which provides a means for parents to have a greater say in school improvement. Through this group, the views of parents and others are beginning to influence the school's direction. By involving parents and staff proactively in the school improvement planning process, and in increasing parental engagement in children's learning, the school is well placed to continue to build on these partnerships to enhance children's learning experiences.

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

- Relationships across the school are very positive and respectful. All staff show a high degree of care to all children and demonstrate a good understanding of children's wellbeing needs. They know all children and their families well. Commendably, in Education Scotland pre-inspection questionnaires, almost all children who responded, say they feel safe when they are at school and have someone in the school they can speak to if they are upset or worried about something.
- Almost all children are responsible, considerate and caring of one another. Senior pupils support junior pupils well through their leadership of curricular activities and in their roles as school captains and vice captains. They are also involved in buddying pupils at P1 for a short period of time at their point of transition. Children would benefit from having increased leadership opportunities to enable them to have increased ownership of an aspect of school life and to support one another in a more structured way.
- The wellbeing indicators are referred to and discussed frequently during school assemblies. Most children at P7 have a good understanding of the indicators and how these impact on their wellbeing. They are also able to link the indicators to their school values. There is scope for staff to extend the use of wellbeing indicators so that all children can reflect more holistically on their wellbeing. The school has a rolling programme linked to health and wellbeing that cover topics such as 'road safety and risk management', and 'sexual health and parenthood'. This ensures that children are well informed and have appropriate skills to respond to challenges of living in a contemporary society. In moving forward, it is important that children's progress in health and wellbeing is monitored and evaluated.
- The school is in the early stages of helping children to improve their resilience, self-confidence and capacity to learn through the development of growth mindsets. Children report this to be having a positive impact on their thinking and attitudes.
- The school complies with statutory requirements and codes of practice and implements local authority guidelines appropriately. Staff are updated regularly on statutory duties through well-considered professional learning. This is helping them to ensure that the needs of all children are met.
- All staff have a good understanding of the needs of all children and show skill in seeking to meet these needs to improve outcomes. Whilst almost all learning needs are met well in all classrooms, the pace of learning and the level of challenge could be increased for a few

children. This would help to keep them motivated at all times and enable them to make progress more quickly in their learning.

- The school is proactive in identifying and meeting the specific learning needs of individual children. Staff ensure that parents are fully involved in the staged intervention process and parents have a clear understanding of and involvement in identifying targeted interventions and strategies which are to be provided for their children. Parents are also involved in regular review meetings. The school uses a variety of approaches to meet children's needs. These include close working between the school and partners, such as the educational psychologist. These strategies also include one to one working with support for learning assistants and well-planned interventions in class. The range of approaches being used by the school is having a positive effect on meeting the emotional, social, behavioural and learning needs of children.
- There is scope to provide children with more opportunities to value and celebrate diversity. We have suggested to the school that they should consider developing further their curriculum on global education and citizenship.

3.2 Raising attainment and achievement

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

Overall attainment in literacy and numeracy

- Across the school, children are making good progress in literacy and numeracy.
- Overall, the school presented accurate attainment data for achievement of a curriculum for excellence level in literacy and numeracy. Moderation activities are supporting staff to make increasingly reliable professional judgements.
- The school's standardised assessment information provides evidence of good progress overall from prior levels of attainment. It is important to note that every cohort in this school is fewer than ten children; therefore, statements about progress have been made to ensure the anonymity of individuals.

Attainment in literacy and English

- Across the school children are making good progress in reading, writing, listening and talking.

Listening and Talking

- In all classes children speak confidently with their peers and adults and listen well for instructions and information. As they progress in their learning, children are developing their ability to listen during class discussions where they can offer their opinions and views. There is now scope to help children develop their discussion skills to help them build on and extend the ideas of others. In the middle and upper stages children can identify the purpose of spoken texts and use their notes for a range of purposes. Children are developing their skills in talking to an audience through taking on the role of Creative Choice Champions, presenting at assemblies, and participating in school productions.

Reading

- Across all stages, children enjoy reading aloud and with expression. They can talk confidently about books they are reading and what kinds of books they enjoy. Children at the early stages are using a range of strategies to read unfamiliar words with confidence. As they progress in their learning, children are developing skills such as predicting, visualising, summarising and questioning. They can use these strategies well to read and understand unfamiliar vocabulary. Children in the middle and upper stages can identify the key ideas of a text and distinguish between fact and opinion. They are developing skills of skimming and scanning to identify key information from a range of sources.

Writing

- At the early stages, children are beginning to write regularly for a variety of purposes in imaginary and real life contexts across their learning. They are developing skills in the use of simple punctuation to structure their writing. As they progress in their learning, children develop skills in using a range of punctuation and structures to organise their writing. For example, they are developing skills in using varied sentence structure to engage their reader. In the middle and upper stages, children can create texts for a range of purposes and audiences, selecting appropriate genre. There is scope for improvement in the quality of presentation in some writing jotters. Across the school, children write for a variety of purposes across the curriculum. Children are able to transfer their learning from taught writing lessons into their daily writing across the curriculum. In the upper stages, children use digital tools to write information texts.

Attainment in numeracy and mathematics

- Overall, children's attainment in mathematics and numeracy is good.

Number, money and measurement

- Across the school, most children show strength in number. They are learning to use a range of progressive strategies to help them to develop their mental maths skills. Children at early level can recognise the number of objects in a group, count up to 30 confidently, and count backwards from 10. Children at early level are also working on simple addition and subtraction within 20. At first level and second level, almost all children are able to add, subtract, multiply and divide with ease. A few children at second level are adept at problem solving. Most children at first level lack confidence in working with fractions. Children at second level show more confidence in this area. They recognise and convert fractions, decimals and percentages well and are able to work out equivalent fractions. Children at first level and second level have a good understanding of both money and measurement. However, they are less able to recognise time consistently, using 12 hour clocks or 24 hour notation.

Shape, position and movement

- At early level children are beginning to develop an understanding of 2D shapes. At first level all children are able to identify and discuss the properties of 2D shapes and 3D objects.

Information handling

- Children at first level are knowledgeable about gathering information and using graphs. They are able to identify a variety of ways to collect and display data. At second level, children are familiar with presenting information in different ways such as bar graphs and pie charts.

Attainment over time in literacy and numeracy

- Overall, the school has raised attainment in literacy and numeracy over the last two years.
- The school appropriately tracks children's progress over time. Regular tracking meetings have a clear focus on individual children's progress using a range of evidence including standardised test results. The headteacher and staff meet regularly to plan appropriate interventions to ensure, as far as possible that children can improve year on year. Children who have additional support needs have their progress towards their targets reviewed regularly. Overall, staff are confident that most children are making good progress. In the

few occasions where this is not happening the school has already identified the issues and are taking steps to close the gap.

Overall quality of learners' achievement

- Children's achievements in school, and from home, are recognised and celebrated through assemblies, school displays and an achievement folder for visitors. Children are proud of their achievements, particularly in sporting events and through the work achieved in pupil committees. The school has rightly identified that they now need to track children's achievements within and outwith school. This should include the skills and attributes that children acquire across all aspects of their learning. This will better help children to identify and build on their own personal targets and monitor progress towards these.

Equity for all learners

- The school actively seeks ways to ensure equity of opportunity for all children. All members of staff know the children and their families well. The headteacher and staff are very proactive in ensuring attendance at school is a priority and that all children participate fully in all aspects of school life. The school has started to forge closer links with the wider community to enable children to take part in community events such as the Braehead Lunch Club. These opportunities are highly valued by all.
- The school has made a positive start to implementing its plans for the pupil equity funding (PEF). The headteacher and staff are aware of the need to monitor and gather robust evidence on interventions and the impact on outcomes for all children. They need to continue to ensure that their approaches to improving equity result in raised attainment for all learners.

School choice of QI : 1.4 Leadership and management of staff

This indicator highlights the importance of sound governance and fair and proper recruitment and selection of staff. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly-professional staff team. Effective empowerment of staff and partners with due regard to wellbeing and positive relationships is a key feature of a successful professional team.

- Governance framework
- Building and sustaining a professional staff team
- Staff wellbeing and pastoral support

- The new headteacher, in collaboration with all staff, is committed to ensuring that high-quality learning, teaching and assessment is at the core of the school's work.
- The headteacher recognises the importance of developing community partnerships and working closely with the local authority and other schools. As well as raising the profile of Braehead, this will help staff to learn from the practice of others, develop their practice and benefit learners across stages.
- Staff with leadership responsibilities ensure that safeguarding procedures are clearly understood and implemented by all staff.
- The headteacher deploys staff well to ensure they are being used effectively to meet the needs of children. Support for learning staff work closely with all teachers to enhance children's learning experiences. Staff work well together to support one another and share their practice. This helps to ensure that consistent learning experiences and outcomes are provided for all children.
- All staff are committed to engaging in and sharing professional learning. They seek learning experiences to develop their knowledge, understanding and skills. They are aware of the need to tailor their learning to support the delivery of school improvement initiatives, as well as meeting their identified needs. All teachers benefit from supportive and regular professional review and development meetings. A coaching style of delivery strengthens the dialogue in and learning from these meetings.
- Mentoring is also a key aspect of the school's current culture in developing the professionalism of staff. Teachers seek advice willingly from one another, and from the headteacher, to improve their practice.
- The headteacher has ensured that clear policies and procedures are in place to ensure the pastoral support and wellbeing of staff. The ethos, underpinned by the school's vision and values, is very positive. Staff are valued and nurtured.
- All teachers are enthusiastic about the leadership roles they are undertaking. They take responsibility for the development of key aspects of the school curriculum, as well as other aspects identified in the school improvement plan. Almost all staff also lead school activities, such as the Eco club and the pupil council.

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.

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