

Summarised inspection findings

Brunstane Primary School

The City of Edinburgh Council

30 April 2019

Key contextual information

Brunstane Primary School is located in the north east of the City of Edinburgh and serves a mixed catchment with an area of high deprivation.

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

- The headteacher has successfully raised the profile of the school within the wider community. He demonstrates strategic leadership and has high aspirations for all children. He is proactive in working with partners and the community to ensure the school meets the needs of children and families. The headteacher has successfully developed a positive ethos and culture of improvement in the school. The school's work is supported well by staff in promoted posts. Staff feel confident to initiate and implement change and work effectively together to sustain the inclusive values of the school.
- The headteacher led the review of the school's vision and values to ensure they continue to meet the needs of the children and the community. The school vision and the values of respect, community, ambition and creativity are visible across the school. Staff consulted children and families in this process. All staff demonstrate a commitment to the vision and values and have a shared understanding of how they impact positively on children's learning. Collaboration across the cluster school group is strong, with the headteacher leading the specific workstream of moderation. Former pupils now at the associated secondary school provide literacy support in Brunstane classes while simultaneously modelling successful learners. This is part of the school's drive to raise aspirations.
- All staff understand the school's social, cultural and economic context and recognise factors that impact on children's attainment and achievement. Senior leaders strive to ensure all staff have a detailed knowledge of individual children, their families and the local community context. Staff demonstrate strong teamwork and commitment to ensuring appropriate support for learners. They are developing their use of a range of data to inform and plan interventions to raise attainment and meet children's needs.
- The school's self-evaluation approaches inform the school improvement plan. This focuses on a small number of appropriate priorities, agreed by staff. Teachers demonstrate an increasing ownership of the plan. A range of self-evaluation systems are in place to audit the work of the school with a clear focus on raising attainment in literacy and numeracy. The wide range of interventions to support children's wellbeing, show early signs of positive impact for children. The school should now bring forward its plan to increase the emphasis given to health and wellbeing. Feedback to staff from monitoring of observations in class is supportive and guides teachers towards strategies to improve teaching. Senior leaders now need to support improvements by offering more challenge in their monitoring and evaluation activities with a

clear focus on expectations. This will help to raise consistency in the standard of children's work.

- Senior leaders encourage teachers to undertake leadership roles linked to school improvement. Teachers' opinions and ideas are valued and the senior leadership listen and respond to their contributions. Staff speak positively about opportunities they have to engage in professional learning. The headteacher initiated the idea of the 'Brunstane Book Club' for staff. Teachers are enthusiastic about this and engage well with professional reading. They are developing knowledge in measuring the impact of interventions on outcomes for children. Teachers and senior leaders use data to influence policy and practice across the school. Senior leaders now need to ensure that professional learning is leading to raising attainment for all children.
- Children speak positively about their opportunities to engage in the life of the school through the pupil parliament. They have a good understanding of their role in these groups and how this relates to the work of the school. The school should take forward its plan to further develop children's voice and their skills in self-evaluation.

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

- Across the school, the positive relationships created by staff lead to a learning environment where most children are motivated to learn and are well-behaved. Teaching is supported well through teachers implementing the school's learning and teaching toolkit. Overall, most children respond promptly to the direction and instructions of their teachers. There is evidence of good practice where teachers use questioning very effectively. They structure their lessons successfully and ensure children engage fully. In the best examples children are provided with increased challenge and work with a growing level of independence. Teachers now need to ensure appropriate pace and challenge for all children. They should increase opportunities for children to explore depth in learning through an enquiry based approach.
- Teachers provide a good variety of active learning opportunities and use interactive white boards skillfully to engage children. In most lessons, learning intentions and steps for success are shared with children at the start of each lesson. In the majority of lessons, children take an active role in co-constructing success criteria to support their learning. However, a few children are not clear about the purpose of their learning. There is scope to develop higher order thinking skills and children's understanding of themselves as learners.
- In the majority of lessons, children experienced planned opportunities to develop their learning through collaborative approaches to learning. Across the school, there are examples of children making choices in aspects of their learning. There remains headroom to improve this further and children would welcome this opportunity.
- Children have regular opportunities to use digital technology in their learning. At the early level, children use a visualiser to talk about what they are learning. All children use tablets and those working at second level are using them increasingly to support writing. For children with additional support needs, digital technologies are used well to help them access the curriculum. Digital technology should now be used increasingly to support learning in mathematics.
- Staff are beginning to make use of national benchmarks along with the experiences and outcomes. They have a shared understanding and use assessment information to inform their judgements. The assessment framework supports them to make best use of a range of assessments to inform professional judgement. Assessment should now be linked more clearly to planning for learning and teaching.
- Teachers provide feedback to children through the use of comment slips and learning discussions. However, the school's approaches to feedback for children about their learning is too variable. Teachers should take greater account of the extent to which feedback is enabling children to form a clear understanding of their next steps in learning. Teachers have

identified key milestones at which to assess children's learning. They should continue to profile children's progress, taking full account of their prior learning.

- Senior leaders have regular learning conversations with groups of children and these should now centre more on aspects of pupil progress and attainment. More effective use could be made of the learner's journey jotter to set appropriate targets and effectively track progression in children's learning. Most children are proud of their school. All are beginning to have the opportunity to have their voice heard through their pupil parliament.
- Teachers have developed the curriculum well and have a coherent system to plan for children's learning. Children and teachers are involved in evaluating learning and teaching on a weekly basis. Staff work collaboratively to develop engaging and motivational approaches to learning and teaching and to observe each other. More regular opportunities for professional dialogue with senior leaders would help guide consistency in progression and depth in children's learning.
- The school has developed a comprehensive tool for tracking and monitoring and information is collated from a variety of sources at termly assessment reviews. Regular dialogue with senior leaders will ensure that robust and reliable assessment information is interrogated, leading to confident judgements about children's progress.

2.2 Curriculum: Learning pathways

- The headteacher and staff have created a comprehensive curriculum document which provides a strategic overview of a shared understanding of the purpose and design of the curriculum. The curriculum is designed to deliver the best outcomes for children and reflects the school's unique context well. A wide variety of aspirational opportunities and experiences are planned for and provide rich and positive experiences for every child ranging from how to use cutlery to running a business. The development of the curriculum has recently been enhanced by the newly devised learning and teaching toolkit which is beginning to be used to support learning for sustainability.
- Staff are increasingly familiar with grouping experiences and outcomes for all curricular areas to plan children's learning. The school's 'curriculum bundles' provide progressive pathways with a mix of interdisciplinary learning and discrete subject areas. The learning pathways help structure the next planning block for staff and provide support for children to build on prior learning. There is a clear focus on developing skills of literacy, numeracy and health and wellbeing across the curriculum. These should now be used more effectively to assess progress in learning. Staff should now ensure that there is an increased emphasis placed on assessing writing and health and wellbeing.
- Staff are beginning to relate children's learning to the world of work. Senior pupils are enthusiastic about their college partnership through which they are able to develop a range of skills supporting them to become confident individuals and responsible citizens. They feel more mature and that they are becoming better role models. The newly established pupil parliament is providing a context in which children are being increasingly encouraged to demonstrate a wide range of skills such as problem-solving and collaboration. There are well-planned opportunities to share learning with parents. The school plan to further promote pupil decision-making and leadership roles across the school.

2.7 Partnerships: Impact on learners – parental engagement

- The school recognises that parents and families are key partners in their drive to raise attainment and achievement, improving life chances for all children. Parents value the information on their child's progress in learning that they receive at parents' evenings. Children enjoy sharing their learning with parents regularly invited into school to celebrate whole school interdisciplinary (IDL) work. The school makes use of social media platforms to communicate with parents and celebrate achievements in particular. Parents would welcome increased communication with the suggestion of a school app to facilitate easy access to key information. This would in turn allow them to provide more appropriate support and consolidation for their child's learning in the home environment. There is scope to increase the numbers of parents actively involved in the life of the school, including involving parents more in approaches to self-evaluation. Overall parents are positive about the work of the school.
- The school is proactive in supporting families to improve outcomes for learners in a number of ways. This includes effective partnership working with Edinburgh College which resulted in parents gaining further qualifications and employment. Parents value the peer support and learning available through the school's coffee mornings.

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

- The school has a strong, inclusive ethos where children are encouraged to develop a positive attitude to learning, have respect for others, and to succeed in a growing range of achievements. Children speak with confidence about the importance of the school's values. They value being involved in family groupings and leading aspects of the school's work. They show a developing understanding of how they should respect one another and demonstrate this through positive behaviours and learning. The appropriate emphasis placed on resilience and involvement of children in developing classroom charters, is leading to them beginning to self-regulate and resolve situations and incidents of conflict.
- Wellbeing of children, families and staff is valued and understood by the school and the range of partners linked to supporting children and their families. Collectively, they implement approaches to Getting it Right for Every Child (GIRFEC) through Curriculum for Excellence interdisciplinary learning and events to involve families. The appropriate focus on wellbeing is supported through curriculum pathways and class lessons. The school is making good progress in supporting children in their understanding of growth mindset and rewarding effort in applying skills linked to the school values. Staff should now consider how regular opportunities for focused discussions about children's progress in wellbeing are helping develop children's skills of reflection. There is headroom for further development in children's understanding of wellbeing and their empathy for others. Children are well informed about initiatives such as developing resilience. The school should continue to focus on its development of resilience and building self-esteem ensuring this leads to all children feeling confident about their learning and positive about being in school. The continuous focus on improving wellbeing throughout the school is leading to positive outcomes for most children.
- The headteacher and staff work tirelessly in their approaches to ensuring all children are included. There are no exclusions in recent years. Staff's understanding of barriers to learning is a strength of the school. Diversity is recognised and children's understanding is developed through the curriculum. The school has well-established self-evaluation systems and recognises the need to tackle prejudices and discrimination. Staff, parents and partners should evaluate the impact of the curriculum for health and wellbeing together with the revision of the equalities policy to ensure equalities are understood and promoted by all. Building on the positive outcomes arising from the school's self-evaluation work, all children are included in family groups that focus on various aspects of the Pupil Parliament. This will further strengthen opportunities for children to lead in school improvements.
- The school fulfils its statutory requirements. Individual children's plans increasingly involve children, parents and staff effectively in their development, implementation and review. The teamwork of staff is leading to the needs of most children being met within the classroom setting.

- Staff work effectively with a wide range of partners. They implement a wide range of interventions to support children who require high levels of additional support in their learning. The progress of children with additional support needs is monitored systematically. Information about children's progress should now be streamlined and the success of interventions evaluated regularly through rigorous professional dialogue.
- Professional learning is valued by staff. Their commitment to professional learning has developed a clear understanding of how social and emotional barriers impact on children's learning. The school should now take forward universal approaches to developing nurture principles. This should be developed further and evaluated to inform future priorities for the use of Pupil Equity Funding (PEF).
- Most children, staff and partners are proud of the school and identify positively with its values and achievements. Staff are committed to supporting children and one another in providing a caring environment for children. The school's approaches to developing classroom charters focus on the importance of being respectful. These approaches are becoming increasingly consistent and implemented by most staff across the school. The school should continue to improve consistency in positive behaviour management approaches and ensure that these are understood fully by children, staff and parents. The school should consider developing a clear understanding of children's rights to develop their responsibilities towards one another. Overall, relationships between staff and children across the school are positive. The school's system for tracking of bullying incidents helps identify recurring issues as they arise. The school should consider ways in which to further promote anti-bullying through the pupil parliament and Parent Council.

3.2 Raising attainment and achievement

satisfactory

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 English and numeracy and mathematics is satisfactory. There is a clear focus on raising attainment across the school. Senior leaders and staff track children's progress in literacy and numeracy to ensure that children are making expected progress. The school needs to ensure that its strategy to raise attainment gives clear guidance to teachers around expectations for learners ensuring that staff have an understanding of progression across the levels. This will support staff to raise expectations of what children are capable of achieving.

Attainment in literacy and English

Listening and talking

- Overall, attainment in listening and talking is good. In 2018 most children at P1 and P4 achieved appropriate levels. By P7, the majority of children achieved second level. Across the school, children are developing their understanding of the Scots language. At the early level, most children give brief responses when asked questions. They willingly offer their views and opinions when talking with a partner. At first and second levels, most children listen well during lessons and most offer spoken contributions clearly through random selection. Most listen well and would benefit from a wider range of challenging, higher order questioning. The school recognises the need to develop consistent approaches to assessing children's skills in talking and listening.

Reading

- Overall, attainment in reading is satisfactory. In 2018, the majority of children achieved appropriate levels in reading. At the early level, children recognise a growing range of initial sounds. They read simple texts and apply their phonological awareness to attempt new words. At first level, the majority of children are reading novels with growing confidence. However, their comprehension is less secure as unfamiliar vocabulary hinders fluency and understanding of the content. At second level, a few children read regularly for pleasure. They speak confidently about books they have read and enjoy researching topics from factual sources. Across the school, children now need more effective support in developing skills through reading a wide variety of texts that are well-matched to children's skills and progress.

Writing

- Overall, attainment in writing is weak. The majority of children achieve national standards. However, at P7 fewer than half achieved second level. The teaching of writing requires an increased focus to ensure improvement across all levels. Teachers should now work together to set and agree high standards of presentation and handwriting. At early level, children are not yet sufficiently skilled in the formation of letters. A few are developing confidence to copy a simple sentence and most require their ideas to be scribed. At first level, children plan their ideas for writing but too few use their plans effectively enough to produce continuous pieces of a good quality writing. At second level, most children have a knowledge of punctuation but do

not apply this in their hand written work. Overall, digital technologies support children in their writing but more time needs to be given to effective feedback so that children know what they need to do to improve. Staff now need to provide a broader range of experiences to ensure children are skilled a wider range of genre.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy is satisfactory with the majority of children achieving national standards. Children at second level are insufficiently skilled across the maths and numeracy curriculum. Teachers should ensure there is appropriate breadth of experiences which will support children to develop the range of skills necessary.

Number money and measurement

- At early level, the majority of children count forwards and backwards within 20. A few add and subtract mentally within ten. The majority of children identify coins up to £1. They link daily routines and personal events to time sequences and name the days of the week in sequence. At first level, the majority of children solve addition and subtraction problems with three digit whole numbers and identify a range of strategies to support this. They confidently round whole numbers to the nearest 10 and 100. The majority of children apply strategies to determine multiplications and division strategies. They tell the time using half past, quarter past, quarter to and o'clock. At second level, the majority of children identify and describe the value of numbers up to 100 000. They convert between equivalent forms of common fractions and link percentages to fractions. Across the school, most children would benefit from increased opportunities to apply their numeracy skills in a variety of contexts focusing on multi-step problems.

Shape position and movement

- At early level, the majority of children understand and correctly use language of position and direction. They recognise common two-dimensional shapes and three-dimensional objects. At first level, the majority of children use mathematical language to describe the properties of two-dimensional shapes and three-dimensional objects. At second level, the majority of children use mathematical language to describe and classify a range of angles identified within the environment. They do not yet have sufficient knowledge of vocabulary used to describe two-dimensional shapes and three-dimensional objects.

Information handling

- At early level, the majority of children collect and organise objects for a specific purpose. At first level, the majority of children use a variety of different ways to display data including pictograms and bar graphs and include a suitable title and labelling of both axes. At second level, children would benefit from increased opportunities to use their information handling skills across the curriculum. The increased use of digital technologies will support this.

Attainment over time

- In recent years, the school has been successful in raising attainment from a low baseline level. Teachers are continuing to develop their skills in assessing children's progress and achievement, through the recently introduced 'assessment jigsaws'. They use a range of assessments including standardised assessments to support professional judgements on children's progress. Senior leaders and teachers discuss children's progress and identify interventions to support their learning. The headteacher recognises that further agreement with staff on shared standards and expectations will continue to improve attainment over time.

Overall quality of learner's achievements

- The school uses its unique context and curriculum rationale to plan opportunities for achievements across the school. Senior leaders work with partners to provide opportunities for children to engage in sporting activities after school focusing on targeted year groups. Staff create a range of experiences and activities for children to participate in. Staff plan and track children's skill development activities across the year. This ensures a breadth of experiences for children across their time in school. Teachers should develop tracking achievements to include opportunities for out of school achievement. This would support the planning of activities at a school level and avoid any duplication.
- Staff develop children's leadership skills through the pupil parliament and 'school families' introduced across the school. Staff facilitate a range of groups to focus on school improvement priorities and the wider life of the school. Teachers worked collaboratively with P7 children to agree priorities for groups. Staff should now focus on increasing opportunities for children to continue to develop their leadership skills. This should involve the use of target setting so children have the skills to take increased responsibility for their learning.

Equity

- Staff have a clear understanding of the varied barriers children have to learning and provide interventions to address individual children's needs. There are a wide range of interventions in place to support this. Senior leaders should now ensure that these interventions are streamlined and are robustly measuring the impact for children over time.
- The headteacher identified a number of interventions to support closing the attainment gap. These focus on raising attainment, improving attendance and increasing participation and engagement. He uses PEF effectively. The appointment of development officers to lead the school's five key areas of improvement is relevant to the school's context. Each member of the team has a clear remit focusing on key elements of the PEF plan. The headteacher should continue to monitor the impact of these role and ensure there is clear evidence of improved outcomes for children.

Choice of QI: 2.4 Personalised Support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff provide a caring learning environment to ensure children feel valued. They have a clear understanding of the socio-economic context of the school. They know children well and are responsive to their needs. They offer good quality universal support that allows children to benefit from differentiated tasks and activities which provide appropriate support and challenge in lessons. A range of approaches are in place across the school to build resilience in learners. The resulting increased confidence of children when they represent their school community and during transition events, is clear to cluster headteachers.
- The 'Brunstane Book Club' supports the professional development of staff effectively. Teachers are building capacity across the school to meet the wide range of needs including autism and dyslexia. Staff collaborate well together using an anonymised case study approach to support each other in finding strategies to meet needs. These increasingly supportive peer relationships provide a strong foundation on which to continue to build a developing inclusive ethos. Staff have a growing knowledge of the nurturing principles. This should now be developed further to encompass a whole-school nurturing approach. Implementing these principles across the school community will further develop an inclusive ethos. This should be taken forward as staff continue to develop a shared understanding of their key role in supporting wellbeing.
- The school provides a wide range of intervention programmes, many supported by caring pupil support assistants, in the key areas of literacy, numeracy and health and wellbeing. Specific curricular programmes also support behaviour and wellbeing. Senior leaders monitor, track and regularly review the progress of all children with additional support needs with a particular focus on protected characteristics and vulnerable groups including young carers. Impact is individually tracked and measured.
- Class teachers should now work more closely with promoted staff to ensure a co-ordinated approach to planning for individual children. The school should consider streamlining the wide range of interventions to ensure that there is a clear rationale for individual interventions related to health and wellbeing. It should review its approaches to assessing and planning for health and wellbeing needs to ensure that interventions are well matched to the child's key barrier to learning. Individualised targets well aligned to key life skills will support a coherent approach to meeting needs in an inclusive learning environment.

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.