

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 5 FEBRUARY 2015

Report by Director of Education

EDUCATION SCOTLAND AND CARE INSPECTORATE REPORT ON
BUSBY PRIMARY SCHOOL AND NURSERY CLASS

PURPOSE OF REPORT

1. To inform elected members of the very good report by Education Scotland and Care Inspectorate on Busby Primary School and Nursery Class.

RECOMMENDATIONS

2. Elected members are asked to:
- a) note and comment on the contents of the Education Scotland and Care Inspectorate report on Busby Primary School and Nursery Class; and
 - b) approve the school's action plan to address the agreed area for improvement.

BACKGROUND

3. Busby Primary School and Nursery Class were inspected by a team from Education Scotland and Care Inspectorate in October 2014. The inspection covered key aspects of the work of the school and nursery class and identified particular strengths and areas for improvement using the Education Scotland six-point scale.

4. The inspection team assessed and reported on:

- How well children learn and achieve;
- How well the school supports children to develop and learn; and
- How well the school improves the quality of its work.

5. The report was published in December 2014 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

REPORT

6. In assessing the indicators of quality in the primary school Education Scotland found all five aspects of the work to be very good. In the nursery class three aspects of the work were judged to be very good i.e. improvements in performance, the curriculum and improvement in self-evaluation. Children's experiences and meeting learning needs were judged to be good in the nursery class. The evaluations are included in Appendix 2.

7. The particular strengths highlighted by the inspection team included:
- Confident and articulate children who are keen to take responsibility for their own learning;
 - Attainment in English language, mathematics and science;
 - An ethos of achievement where children are leading improvements in the school;
 - Partnership working which is supporting a relevant and vibrant curriculum; and
 - The head teacher's innovative and creative approaches which are preparing children well for the future.

8. This is a very good report on an East Renfrewshire school and the judgements made by Education Scotland and Care Inspectorate reflect the department's evaluation of the quality of provision in Busby Primary School and Nursery Class. The department is especially pleased that the head teacher's innovative and creative approaches to learning have been rightly recognised in the letter to parents/carers, as have the excellent partnership working with parents, businesses and the associated secondary which have helped develop the curriculum and support innovative masterclasses, the children's exceptional knowledge and understanding of what they are learning in science and their active involvement in leading improvements in learning.

9. The list of key strengths can be found on page 3 of the letter to parents.

10. The inspection team agreed with the school and Education Department that the School and Nursery Class should: Continue to develop the curriculum and raise children's achievements even further.

11. Appendix 3 of this paper includes the school's action plan to address the agreed area for improvement. The Quality Improvement Service will work closely with the school to support its implementation.

12. The department will continue to work in partnership with the head teacher and staff to share the innovative practices in science and partnership working to develop the curriculum and support the design and delivery of masterclasses with other schools within East Renfrewshire.

13. Education Scotland will make no further evaluative visits in connection with the inspection of Busby Primary School and Nursery Class.

14. The Quality Improvement Service will revisit the school and nursery class within 18 months of the date of publication to review the impact of the school's improvement plan in addressing the agreed area for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

15. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

16. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland and Care Inspectorate report on Busby Primary School and Nursery Class; and

- b) approve the school's action plan to address the agreed area for improvement.

Mhairi Shaw
Director of Education
5 February 2015

Convener Contact Details

Councillor E Green, Convener for Education and Equalities
Councillor P O'Kane, Vice Convener for Education and Equalities

Tel: Home 01505 850455
Tel: Mobile 07718 697115

Local Government Access to Information Act 1985

Report Author

Marie Kelly, Education Senior Manager (Quality Improvement)
Tel: 0141 577 3763
marie.kelly@eastrenfrewshire.gov.uk

Background Papers

1. Education Scotland and Care Inspectorate report on Busby Primary School and Nursery Class, 16 December 2014

Key Words

Education Scotland
Care Inspectorate
report
Busby Primary School and Nursery Class

16 December 2014

Dear Parent/Carer

**Busby Primary School and Nursery Class
East Renfrewshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including partnership working, science and pupil leadership. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Overall, the quality of children's learning and achievement is very good. In the nursery, children are settled and happy in the playrooms. They engage in purposeful activity and show commitment to the tasks they have chosen. They cooperate well with each other, for example, in collecting water outdoors and creating a fence around a deep puddle. Staff should now involve children further in talking about and planning their learning. Across the primary stages, children benefit from a wide range of experiences which includes over 30 clubs. They are proud of their achievement in gaining Rights Respecting School status. Children demonstrate their leadership skills in many different roles including as head boy and head girl. Through their leadership roles, house captains and vice-captains organise House trauchles or challenges, whilst other older children take care of younger children as buddies, science technicians and playroom leaders. In most aspects of their learning, children's profiles help them know what they are good at and what they need to do to improve. The school is continuing to improve further the way children record their learning.

Children are making very good progress with their learning. In the nursery, children enjoy being read to and choose to read books independently. The story of the week 'Cave Baby' helped children to understand the difference between light and dark. Almost all are confident communicators who enjoy sharing their personal experiences. Children take part in a variety of play experiences that develop their counting skills, for example, in making legs for spiders from modelling clay. Across the primary stages, almost all children listen attentively and contribute well. They support each other using talking partners. Children read fluently and expressively. By P7, children are skilled in their use of language and use alliteration and metaphor very well. Children confidently describe their favourite author and all benefited from the recent school visit to the

Edinburgh Book Festival. Children speak with confidence in French using a good range of vocabulary. They are developing their French conversational skills well. Children enjoy their numeracy and mathematics. They are highly motivated by the active approaches to learning mathematics and speed challenges. Children are very confident in explaining the strategies they use to solve problems. They are developing their awareness of how to apply their numeracy skills in real-life situations. In science, children have an exceptional knowledge and understanding of what they are learning.

How well does the school support children to develop and learn?

Staff in the nursery are very effective in supporting children to develop and learn. Across the school, tasks and activities are well suited to the learning needs of almost all children. Lessons are well prepared and organised by teachers. They share well the purpose of the lessons and almost all skilfully check children's understanding using a range of engaging strategies. Pupil support assistants provide valuable support to help children make progress in their learning. Children reflect each month on how they can take responsibility for aspects of their own health and wellbeing, for example, in placing their own comments on the attractive Getting it Right for Every Child tree. Parents who met with inspectors were keen to tell us how inclusive the school is and how this had made a positive difference to their families and the community. Children are well supported to make transitions from home to nursery, nursery to primary and from primary to secondary. In the nursery, parents could be involved further by helping to set next steps in learning as part of the profiling of achievement.

The curriculum is based on a clear rationale for the school to work in partnership with parents and the community to provide rich opportunities for children to achieve and experience challenge and success. Staff are working very well with Curriculum for Excellence national guidance and the East Renfrewshire skills framework. The science programme is outstanding in capturing children's enthusiasm through relevant, high-quality experiences which goes beyond what children might experience in many other schools. Children extract deoxyribonucleic acid (DNA) from fruit and discuss how scientists should respond to the recent outbreak of Ebola. Partnerships with parents, businesses and the associated secondary are excellent. They have helped to develop the curriculum and support innovative masterclasses which are preparing children very well for learning, life and work. The masterclasses link to five themes which are food health, lifeskills, enterprise, community and creativity. Children at P7 take part in food preparation lectures at Glasgow City College, travelling by train to central Glasgow to experience college education. The *Tartan Tycoons* have developed their enterprise skills through working with a well-established Scottish tartan producer and retailer which has a global reach. The school is now in a very good position to develop further other areas of the curriculum including social studies, religious and moral education and information and communications technology.

How well does the school improve the quality of its work?

The school's approaches to improving the quality of its work are very good. The headteacher has established a nurturing atmosphere and is creative and innovative in her approaches to learning. She is very well supported by her depute and principal teacher. As a team, they have managed change well. They have a clear sense of the strengths of the school and areas for further improvement. All staff, including the

janitor and pupil support assistants, have responded positively to the opportunities to lead school initiatives, improvements, clubs and activities. The school makes very good use of a range of data and is well supported by East Renfrewshire Council colleagues to use this intelligently to improve pupils' experiences. Children are actively involved in school improvement through the pupil council, the pupil management team and through leading focus groups of fellow pupils in exploring how to improve learning across the school. Overall, these approaches are resulting in very high-quality experiences where children are succeeding in a supportive and challenging ethos.

During the previous Care Inspectorate inspection, the school had no requirements and five recommendations. These five recommendations have been met. As a result of this inspection, there are no requirements and no recommendations.

This inspection found the following key strengths.

- Confident and articulate children who are keen to take responsibility for their own learning.
- Attainment in English language, mathematics and science.
- An ethos of achievement where children are leading improvements in the school.
- Partnership working which is supporting a relevant and vibrant curriculum.
- The headteacher's innovative and creative approaches which are preparing children well for the future.

We discussed with staff and East Renfrewshire Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop the curriculum and raise children's achievements even further.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further. We shall work with the school and East Renfrewshire Council to record the innovative practice and share it more widely.

Gary Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BusbyPrimarySchoolEastRenfrewshire.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Busby Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	very good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	very good
Improvement through self-evaluation	very good

Here are the Care Inspectorate's gradings for the nursery class.

Quality of care and support	good
Quality of environment	good
Quality of staffing	very good
Quality of management and leadership	very good

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Nursery class

During the previous Care Inspectorate inspection, the school had no requirements and five recommendations. These five recommendations have been met. As a result of this inspection, there are no requirements and no recommendations.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BusbyPrimarySchoolEastRenfrewshire.asp> and

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489

Busby Nursery Class and Primary School Action Plan following Education Scotland and Care Inspectorate Inspection

Area for Improvement	Continue to develop the curriculum and raise children's achievements even further.				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Learners' experiences and progressive programmes support progress in all curriculum areas, provide greater challenge, personalisation and choice and ensure prior knowledge and learning is consistently built upon.</p> <p>Nursery children are able to identify and plan what they would like to learn.</p> <p>Children have full access to physical activity / outdoor play.</p> <p>Achievement profiles reflect children's ownership and understanding of learning and skills development.</p> <p>The involvement of pupils in reflecting on and discussing their learning impacts on staff planning of learning, teaching and assessment.</p> <p>Children's achievements include more certification and accreditation.</p>	<ul style="list-style-type: none"> Review and improve further the curriculum in Social Studies, RME and ICT. Increase focus on responsive planning in the nursery to take greater account of children's interests and develop further the links between planning and assessment. Develop further the use of mind maps in the nursery as a tool to help children talk about, plan and reflect on their learning. Develop further the use of Bloom's taxonomy to improve questioning techniques. Audit the current opportunities for physical activity / outdoor play. Plan for improved physical activity / outdoor opportunities and the development of skills. Monitor the provision of daily physical activity and access to the outdoor area and the development of children's skills. Staff and parents identify and set next steps in learning in nursery achievement profiles. Support children to evidence increased reflection in all curriculum areas. Sample achievement profiles to ensure improvement and greater consistency. Seek further opportunities for children to achieve through more certification of skills and accredited awards. 	<p>SMT, All Staff & QIO</p> <p>SMT, Nursery Staff & QIO</p> <p>SMT & Nursery Staff</p> <p>SMT, All Staff & Pupils</p> <p>SMT & Nursery Staff</p> <p>SMT</p> <p>SMT, Nursery Staff & Parents</p> <p>SMT, All Staff & Pupils</p> <p>SMT</p> <p>SMT, All Staff, Pupils, Pupil Council</p>	<p>January 2015 & Ongoing</p> <p>January 2015 & Ongoing</p> <p>January 2015 & Ongoing</p> <p>January 2015 & Ongoing</p>	<p>Building the Curriculum, Education Scotland.</p> <p>Evaluating and Improving our Curriculum, Education Scotland Toolkit.</p> <p>ERC Skills Framework.</p> <p>Progression Frameworks, Education Scotland.</p> <p>How Good Is Our School?, Child at the Centre & National Care Standards and Self-assessment Document</p> <p>John Muir Award, Diana Award.</p>	<p>Record of the steps and processes used to develop the curriculum.</p> <p>Evaluations of Professional Learning.</p> <p>Records of quality assurance activities e.g. professional dialogue, pupil conversations/pupil focus groups, learning visits, staff planning, views of parents, sampling achievement profiles, etc.</p> <p>Minutes of SMT and staff meetings.</p> <p>Pupils' work and jotters.</p> <p>Children's Achievement Profiles.</p>