

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](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.