



**Brediland Primary School  
Paisley  
Renfrewshire Council  
26 April 2011**

We published a report on Brediland Primary School in April 2010. That report set out key strengths of the school and areas for improvement.

This follow-through report is based on an inspection visit which was carried out in February 2011. It tells you about improvements since the original inspection in the quality of education which the school provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents<sup>1</sup>. Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website [www.hmie.gov.uk](http://www.hmie.gov.uk). Where applicable, you will also find analyses of questionnaire returns.

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<sup>1</sup> Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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### **1. The school**

Brediland Primary School serves the Foxbar area of Paisley. As a result of the original inspection, the local authority have provided temporary additional senior staff to assist the headteacher in taking forward the recommendations of the inspection.

## **2. Particular strengths of the school**

- Active approaches to learning in some classes resulting in motivated, enthusiastic children.
- Improving attainment in reading, writing and mathematics.
- The commitment of the staff and education authority to further improve the work of the school.

## **3. How well do children learn and achieve?**

Staff increasingly share good practice and develop their understanding of active learning approaches. As a result, children's learning experiences have improved. At P1 and P2, new approaches to learning through play are resulting in more confident and motivated children. Children now work together more frequently and are becoming skilled at giving opinions and working as part of a team. They now take more responsibility for their learning. The school's focus on writing is having a positive impact on the quality of children's written work across a range of subject areas. More children now achieve appropriate national levels in writing. Children's attainment in reading and mathematics has also improved. Staff are taking increasing account of Curriculum for Excellence. As a result, children make better links across different areas of their learning. They use information and communications technology more effectively in classrooms to demonstrate what they know and can do.

## **4. How well do staff work with others to support children's learning?**

Children at all stages now benefit from stronger partnerships with the community. Children have been learning about financial education

through the involvement of a local credit union. The school is successfully encouraging parents to become more involved in their children's learning. Parents of children in P1 and P2 enjoyed the activities children had prepared to demonstrate their learning about the rainforest. Staff provide helpful curriculum information leaflets for parents.

## **5. Are staff and children actively involved in improving their school community?**

Children are now more involved in decision making. They make choices about aspects of their learning and have good ideas about how to improve further the life and work of the school. They are enthusiastic helpers and willingly take on a variety of new responsibilities in class and around the school. Staff show increased commitment to taking forward the work of the school. Teachers share effective practice with each other and with staff from other establishments. The roles and remits of promoted staff have been reviewed. As a result, children's experiences in some aspects are now better. Senior staff continue to monitor and evaluate the quality of children's learning. These monitoring activities do not yet make enough difference to school improvement.

## **6. Does the school have high expectations of all children?**

Children and staff are increasingly proud of their school and recent achievements. Children are polite, well mannered and very well behaved. Overall, staff now have higher expectations of children's attainment and achievements. They assist children to do well and are delivering more active and motivating learning experiences. As a result, children's progress in English language and mathematics is improving. Staff involve children successfully in learning and in assessing their own and other children's work.

## **7. Does the school have a clear sense of direction?**

The school is making progress in a number of important areas. As a result of additional support provided, almost all staff are clearer about progress and next steps for development. Working together, staff take on additional roles which deliver better learning experiences for children. Promoted staff are more effective in carrying out their responsibilities and are providing clearer direction. Staff need to review approaches to planning in order that Curriculum for Excellence continues to drive learning forward.

## **8. What happens next?**

Learning and teaching is improving and children are achieving more positive outcomes in core subjects. This now needs to be more consistent across the school. More remains to be done to improve leadership for learning at senior level. We will carry out a further follow-through visit within one year of the publication of this report. We will report to parents on the extent of improvement that has been made.

**HM Inspector:** Carole McKenzie

26 April 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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