



Primary School Inspection Follow-Through

Sunnybank School
November 2010

A report by Aberdeen City Council



Aberdeen: City of Learning

Our Vision

Aberdeen is a place which recognises, values and celebrates learning; a place where all sectors work together to ensure access to learning; a place where citizens accept learning as an essential and integral part of their lives; and a place where citizens take responsibility for learning throughout their lives.

What we aim to do for children and young people

- Provide the best possible start to learning through a high quality play-based curriculum.
- Respect the child and family as the key partners in learning
- Ensure that learning is relevant to the learner's interests and needs.
- Provide the basic skills which open doors to a full life and promote inclusion in the social, economic and environmental well being of Aberdeen society.
- Provide positive and inspiring learning environments.
- Provide enjoyable and motivating learning experiences.
- Ensure that education, training and work place learning is tailored to needs.
- Provide a wide and varied range of opportunities to participate in volunteering and active citizenship.
- Enable access to high quality, responsive and accessible services and facilities.
- Provide personal support and advice - where and when it is needed.
- Enable participation in recreational and social opportunities in a safe and accessible environment.
- Provide sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote lifelong learning.
- Involve the learner in consultation and decision making on all matters which concern their learning or that have an impact on their lives.

Through the Aberdeen City approach to delivering Curriculum for Excellence we will aspire to

- Increase the recognition of the importance of learning throughout life.
- Enhance access to learning opportunities for everyone.
- Increase the staying on and course completion rates for pupils/students.
- Increase levels of literacy and numeracy.
- Increase access to and use of learning technologies.
- Increase citizen engagement and social inclusion.
- Increase recognition of and support for minority ethnic communities alongside a celebration and promotion of our Scottish heritage.

pupils' 'project based work' presentations. These are in addition to the usual Book Fair, open evenings, parent interviews and nursery-primary induction evenings.

6 Next Steps

The school plans to:

Continue to develop purposeful partnerships with parents and extend opportunities for parents to be actively involved in supporting their children's learning.

Develop assessment and reporting practice in line with Curriculum for Excellence.

Review the use of the playground and the local area to maximise opportunities for outdoor learning and to develop further our approach to sustainability.

7 Conclusion

Overall, the school has made effective improvements since the original inspection and made good progress in overtaking the main points for action. The school demonstrates the capacity for continued improvement.

No further reports will be made in connection with the inspection report of October 2008.

Annette Bruton

Annette Bruton
Director of Education, Culture and Sport
28th October 2010

Aberdeen City Council

Follow-through to the HMIE Inspection of Sunnybank School



1. The Inspection

HMIE published a report on Standards and Quality in Sunnybank School in October 2008 as part of a national sample of primary education. This report also reported on the work of the school's Language Development Unit (LDU). This is an authority-wide facility making provision for pupils at P1-P3 with additional support needs arising from communication and language difficulties. Aberdeen School for the Deaf (ASD) and the peripatetic hearing support service were also situated in the building at the time of the inspection but the HM inspectors did not inspect this provision as part of the June 2008 inspection. The School for the Deaf was inspected separately in March 2009.

Working with the authority, the school prepared an action plan indicating how it would address the main points for action identified in the original report. Education Officers have visited the school to assess the extent to which the school was continuing to improve the quality of its work and to evaluate progress made on responding to the 3 main points for action in the initial report.

2. The school

Sunnybank School serves the Sunnybank area of Aberdeen, including Froghall and Powis. In September 2010 the roll was 328, including 94 children in the nursery classes and 14 pupils in the Language Development Unit.

Refurbishment

During session 2009/2010, there was a major £1 million refurbishment which included the relocation of the Community Learning and Development (CLD) facility to the top floor of the school. There is now a secure separate access to the community facilities which were previously located within the first floor of the school. The refurbishment also addressed all of the outstanding Disability Discrimination Act (DDA) issues in the building. There is now a fully operational lift within the building.

The classrooms previously occupied by CLD were upgraded to a high standard for teaching and learning and senior classes relocated from the top to the middle floor. The English as an Additional Language Service, which was previously based at the former St Machar Primary, has also relocated to newly renovated accommodation on the top floor.

3. Particular strengths of the school

- The leadership of the headteacher and the commitment of staff to improve learning and teaching in a climate which increases pupils' emotional well being and social development.
- The drive to embed active learning across the school and the way in which children are involved in a wide range of opportunities within and beyond the school.
- The inclusive ethos where all staff work as a team to ensure children have their needs met, their voices heard and feel valued and supported.
- The quality and amount of space within the school and in the grounds that is used to ensure children have learning experiences both within and outwith the classroom.

4. Continuous Improvement

Since the inspection the school has continued to improve its work in several areas of the curriculum.

The upward trend in attainment has been sustained and attainment in reading and writing has increased. Systems used to monitor and track individual pupil progress have been refined and are closely monitored by the Senior Management Team.

5. Progress towards meeting the main points for action

The initial report, published on 28th October 2008, identified 3 main points for action. The following are evaluations of the progress made towards meeting the action points and the resulting improvement for pupils and other stakeholders.

5.1 To develop a more focussed approach to the development of children and pupils' individualised educational programmes (IEPs).

The school has undertaken a review of the approach to writing IEPs. New models were developed and trialed and these have since been reviewed and refined, working with colleagues from ASD. A more consistent approach has now been adopted across the school and ASD. The IEPs are now developed jointly between school staff, specialist staff and parents. This has had a very positive impact in terms of ensuring that pupils' individual targets are set, monitored and achieved. Classroom teachers are now using IEPs much more consistently. Pupils are involved and the school is working to develop this involvement further.

5.2 To raise staff and pupils expectations and further raise attainment in English language and mathematics.

Significant progress has been made to improve attainment in reading. Increased targeted additional support has had a positive impact. Raising attainment in writing continues to prove more difficult but there has been progress. The school plan continues to target available resources to support the development of writing.

Attainment in mathematics has remained static. Staff are working to increase the quality of feedback given across the curriculum, especially in mathematics.

Teachers are using a wider range of strategies to support learning and active learning principles and practice are now firmly established throughout the school. ICT is used extensively and there are lots of opportunities for mathematics to be experienced in context.

Almost all pupils are involved in setting their own targets.

The nursery has achieved ICAN accreditation for early language and communication and this enhanced service for children's communication has benefited all children, especially those with speech and language delay and mild or moderate difficulties.

The additional resource and staffing provided to enable a 'nurture group' to run each morning has had an extremely positive impact not only on the small group of children directly involved, but also on the wider school community. Almost all the children are now much more able to cope with the demands of a mainstream classroom in terms of their ability to settle and to work alongside other children. Parents have been very involved in the experience and speak very positively about the impact the experience has had both on themselves as parents and on their children.

5.3 To extend the involvement of parents in the work and life of the school.

The school has made very good progress with this main point for action. The parent council has been re-established and is working well with school staff in terms of active involvement in arranging social and fund raising activities. Under the direction of the head teacher, the depute head teacher has worked tirelessly to increase the active involvement of parents in a wide range of curriculum related activities. A high number of staff and parents have supported a range of activities including Jumping Juniors, Tasty Treats, Bee-Bot Technology Club, Arts and Crafts group and parents are invited to