

Sub-Committee on Standards for Children & Families

2pm, Tuesday 30 October, 2018

Primary School Inspection at Corstorphine Primary School

Item number	5.1
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.

This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

Report

Primary Inspection of Corstorphine Primary School

1. Recommendations

- 1.1 The Sub-Committee is requested to:
 - 1.1.1 note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
 - 1.1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter

2. Background

- 2.1 In January 2018, a team of inspectors from Education Scotland visited Corstorphine Primary School and Nursery Class. During our visit, we talked to parents/carers, and children and worked closely with the Headteacher and staff.

3. Main report

- 3.1 The inspection team found the following strengths in the school's work:
 - Polite, well-behaved children who are eager to learn and demonstrate effective skills in listening and talking.
 - The involvement of staff, children and parents in leading and participating in a range of school improvement activities and wider initiatives.
 - The strong climate of professional learning which has been fostered across the school to support staff and develop their skills and expertise.
 - The effective contribution of all children and staff to the life of the school and the wider community through their involvement in 'One Planet' groups.
 - The enthusiastic and skilled team of leaders and practitioners who have a clear vision for improvement in the nursery.
 - The nursery environment which supports high quality learning through play.
- 3.2 The following areas for improvement were identified and discussed with the Headteacher and a representative from The City of Edinburgh Council:
 - Make better use of the information gathered from monitoring and tracking children's progress, and surveying the views of the school community, to inform school planning for improvement.
 - Improve the consistency of learning, teaching and assessment, and further raise attainment in literacy and numeracy.

- Revisit the curriculum rationale to ensure it reflects the unique context of the school, is relevant, and builds on previous learning.
- Continue to develop arrangements for tracking children's progress in the nursery and attainment over time in the primary.

4. Measures of Success

- 4.1 Inspectors gathered evidence to enable them to evaluate the school's work using our quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare? Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of these evaluations to keep track of how well Scottish schools are doing.
- 4.2 Descriptions of the evaluations are available from How good is our school? (4th edition).
- 4.3 The school also engages in ongoing self-evaluation activity to gather evidence to support their judgements about what is working well and what needs to be improved.

Education Scotland's Gradings for the School and Nursery Class

Quality Indicator	Self Evaluation	Education Scotland Evaluation
1.3 Leadership of Change	5 Very Good	4 Good
2.3 Learning Teaching and Assessment	4 Good	3 Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	5 Very Good	4 Good
3.2 Raising attainment and achievement	5 Very Good	4 Good
Nursery		
1.3 Leadership of Change	TBC	5 Very Good
2.3 Learning, Teaching and Assessment	TBC	4 Good
3.1 Ensuring wellbeing,	TBC	5 Very Good

equality and inclusion		
3.2 Raising attainment and achievement	TBC	4 Good

4.4 Discrepancy in schools Quality Indicator grades:

- QI 1.3 Acting Head Teacher in post and had been newly appointed to another post. Newly appointed HT to Corstorphine supported and participated in inspection process.
- QI 2.3 Overall need for assessment to inform planning and challenge for more children.
- QI 3.1 Implementation of Health and Well Being Indicators now required
- QI 3.2 Although data is available this should include data over time to inform trends.

4.5 Progress to date includes:

- The Quality Improvement Education Officer continues to support the new Head Teacher.
- The QIEO and Acting Head Teacher have created an action plan based on the inspection findings. It is too early to measure progress. However, children's attainment data will be available early in the session and this will support data to reflect on improvements. Stretch aims will be made available to challenge children's attainment.

5. Financial impact

5.1 There are no financial implications contained in the ES report.

6. Risk, policy, compliance and governance impact

- 6.1 There are considered to be no infringements of the rights of the child.
- 6.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

7. Equalities impact

7.1 None

8. Sustainability impact

8.1 None

9. Consultation and engagement

- 9.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection

10. Background reading/external references

- 10.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

Alistair Gaw

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11. Appendices

- 11.1 Letter to Parents & Carers 1 May 2018

- 11.2 Corstorphine Primary School, The City of Edinburgh, 1 May 2018, Summarised Inspection Findings

1 May 2018

Dear Parent/Carer,

In January 2018, a team of inspectors from Education Scotland visited Corstorphine Primary School and Nursery Class. During our visit, we talked to parents/carers, and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Polite, well-behaved children who are eager to learn and demonstrate effective skills in listening and talking.
- The involvement of staff, children and parents in leading and participating in a range of school improvement activities and wider initiatives.
- The strong climate of professional learning which has been fostered across the school to support staff and develop their skills and expertise.
- The effective contribution of all children and staff to the life of the school and the wider community through their involvement in 'One Planet' groups.
- The enthusiastic and skilled team of leaders and practitioners who have a clear vision for improvement in the nursery.
- The nursery environment which supports high quality learning through play.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Make better use of the information gathered from monitoring and tracking children's progress, and surveying the views of the school community, to inform school planning for improvement.
- Improve the consistency of learning, teaching and assessment, and further raise attainment in literacy and numeracy.
- Revisit the curriculum rationale to ensure it reflects the unique context of the school, is relevant, and builds on previous learning.
- Continue to develop arrangements for tracking children's progress in the nursery and attainment over time in the primary.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Corstorphine Primary School and Nursery Class

Quality indicators primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from How good is our school? (4th edition) , Appendix 3: The six-point scale .	

Quality indicators nursery class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from How good is our early learning and childcare? Appendix 1: The six-point scale .	

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at;
<https://education.gov.scot/inspection-reports/edinburgh-city/5522323>

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Pamela Adamson
HM Inspector

Summarised inspection findings

Corstorphine Primary School Nursery Class

The City of Edinburgh Council

01 May 2018

1.3 Leadership of change

very good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The depute headteacher has actively involved children, parents and practitioners in creating an appropriate vision for the nursery class. They share the school values and, using information from parents and children, have worked together to design a set of meaningful aims that reflect their ambitions for children and families. This information is attractively displayed in the nursery corridor and helps parents to have a clear understanding of the goals and aspirations the setting has for their children. Practitioners report that their involvement in this process has helped to create a positive ethos where their views are recognised and valued. The vision, values and aims guide the work of the setting and practitioners share this information with children in a meaningful way.
- The strategic leadership of the nursery class is strong, enabling the very effective leadership of change. Through the use of regular meetings, a strong sense of teamwork, where practitioners feel valued and supported has been developed. This creates a very positive ethos and is resulting in the nursery making well-planned changes leading to improved outcomes for children. An example of this is the increased involvement children have in making decisions about their learning.
- The nursery class team are enthusiastic and committed to ongoing improvement. They access a wide variety of professional learning opportunities, including training courses, reading current research and visiting other nurseries to share good practice. The team are keen to participate in training and regularly share information and ideas leading to improvement. Leadership opportunities have resulted in practitioners taking responsibility for parent groups and developing the outdoor area.
- Using national self-evaluation guidance, the nursery class team have created an effective improvement plan for the nursery class. Practitioners are clear about how they take forward the identified priorities. The current focus on setting up the new nursery has been the main priority. Through regular evaluation of the provision practitioners ensure the provision of a quality environment for children and families. Practitioners are outward looking and actively seek out good practice in other settings. This has helped them to create an interesting and attractive area for children and parents. As discussed, practitioners should continue to explore ways to fully involve parents in the improvement planning process.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- The ethos and culture of the nursery class creates a warm and welcoming environment. Children and families are valued and supported to form positive relationships with practitioners. As a result, children are becoming successful learners and confident individuals. They enjoy learning through play in the attractive and well-considered environment, both indoors and outside. Children are confident in the learning environment and show high levels of independence. They settle quickly at the beginning of each session and play well together while building friendships. Most children are motivated in their play and show sustained engagement in their chosen tasks and activities, including the use of digital technologies. A few children require more consistent support in order to initiate and maintain purposeful play. Good use of open-ended and natural resources support the development of children's curiosity, creativity and problem solving skills.
- Practitioners demonstrate caring and supportive relationships with children which creates a positive climate for learning and achievement. They have a good understanding of child development and early learning pedagogy and put this into practice through effective and responsive interactions. A considered blend of child-led play, planned experiences and well-timed interventions lead to positive outcomes for children. They have the time and space to follow their own interests and deepen their play over time. Most practitioners are confident in their use of questioning techniques which are supporting the development of children's thinking skills. As the team becomes established, it will be useful to focus on building consistency in this area of practice.
- Children's views about their own learning are sought through responsive planning approaches. These include the setting's newly introduced 'learning wall' which documents how children's interests are developing over time. Children are well supported to share their thoughts and interests through conversation and small group times. As a result, they are developing their ability to ask questions and inquire. Practitioners are continuing to develop these methods to more effectively focus on children's interests and what they would like to learn. Children are now ready to take increased responsibility for leading their own learning.
- Practitioners know children well as individuals and increasingly as learners. As a team, they make good quality observations about children's learning. These are recorded in children's individual learning journals to which parents are encouraged to contribute. Practitioners are at the early stages of involving children in their learning journals. Observations now need to be more frequent and focused in order to build a comprehensive picture of each child's experiences, learning and progress during their time in the setting. Practitioners should ensure

systems for tracking and monitoring children's progress are more regularly reviewed and updated in order for the information to be useful in planning for children's progress over time. Improving moderation arrangements will help practitioners develop confidence in their judgements about children's progress across the curriculum.

2.2 Curriculum: Learning and development pathways

- The setting's curriculum is well matched to the developmental stages of children and is firmly based in play. Practitioners have successfully developed the learning environment to support the varying dispositions and learning needs of children. Open-ended resources are developing children's creativity and problem solving skills well. Practitioners have a good understanding of early learning pedagogy and high expectations for children's learning.
- The essential aspects of high quality early learning and childcare are successfully promoted with a clear focus on health and wellbeing, numeracy, mathematics and communication. Practitioners make good use of Curriculum for Excellence experiences and outcomes to ensure children experience breadth and balance in their learning. This is supported well by responsive planning methods which encourage children to ask questions as a starting point for learning. As planned, practitioners should continue to embed this practice.
- Practitioners are conscientious about their practice and understand the importance of nurturing positive attachments with children and getting to know families well. They use this understanding to effectively support families and plan appropriate interventions which secure positive outcomes. As arrangements for tracking children's progress develop, it will be important to ensure this is used to provide increased depth and challenge for children's learning.

2.7 Partnerships : Impact on children and families – parental engagement

- Practitioners regularly share information about children's progress informally with parents and also provide more detailed feedback at organised parents' evenings. They encourage parents to comment and add to children's online learning journals and are currently exploring ways to provide more information and support to increase parental involvement in the journals. Parents are invited to attend a variety of groups in the nursery including parenting programmes and sing-along sessions. They are also encouraged to participate in the bedtime reading initiative.
- A support group for parents with English as an additional language has helped parents to socialise and develop friendships.
- The move to the new nursery building, and unavoidable changes to the nursery team, has resulted in challenges in communicating with parents. Practitioners are working hard to address these issues. Parents are kept informed about events in the nursery through regular informative newsletters and displays in the nursery corridors. They can also access a wide variety of big books that clearly illustrate the work that children have been involved in at nursery. Parental involvement is valued in the nursery class and parents are invited to help out at a variety of events and trips. Parental response is very positive and they are keen to contribute and be involved in their children's learning.

2.1 Safeguarding

- The setting 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. Areas for development have been agreed with the setting and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The nursery team has successfully developed a caring, supportive ethos where all children and families are treated as individuals. The wellbeing of children and their parents is central to the work of the setting. Practitioners ensure that each family is welcomed into the nursery. Practitioners have created strong, effective relationships with parents and this foundation helps to ensure positive outcomes for children and families. They provide targeted interventions for parents to help them support their children and give them the opportunity to meet other families. Practitioners have a sound understanding of the national wellbeing indicators of Getting it Right for Every Child and work with children to help them to understand how to keep safe in the setting. Children are also learning about the importance of healthy eating and exercise and take part in a variety of physical experiences to develop their fitness.
- Practitioners role model positive behaviour and have worked with children to create a meaningful charter to help them to behave in a positive and caring way. This is referred to regularly and, as a result, children behave well and are caring and thoughtful towards each other. Recent work on building resilience is helping children to deal appropriately with their emotions and they are learning to resolve conflicts without adult intervention. Practitioners also talk to children about the nursery values and encourage them to be honest, caring and to treat each other fairly and with respect. Children appear to be happy and secure in the setting. They are developing friendships and are able to share resources and take turns. Successful visits to the local sheltered housing unit are helping children to become more aware of communicating with the older generation and the needs of others.
- Children are able to make choices about their play and are developing independence through serving themselves at snack time and dressing for outdoor play. Practitioners respond to children's interests and consult them about what they know and what they want to learn. As planned, different ways to involve children more fully in the life of the nursery should be explored and children encouraged to take on additional early leadership roles such as eco monitors.
- Practitioners keep up to date with developments in early learning and childcare and attend appropriate training in order to fulfil their statutory duties. Children who require additional support for their learning are identified and in consultation with parents and appropriate agencies they are well supported. We have asked practitioners to develop these processes to record more fully the support which is planned for individual children.
- Practitioners value all children and families and treat them with respect. There is a diverse community in the setting and practitioners welcome and encourage parents to share information about their culture and how they celebrate festivals.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Overall, most children are making good progress in communication and early language. The majority of children are very articulate and ably express their thoughts. They converse confidently as they play and use language well to negotiate and work cooperatively. The majority of children demonstrate a wide use of vocabulary and are keen to learn new words. They show a love of reading and regularly access books throughout the sessions. Children recall the narrative of familiar stories and enjoy exploring the characters. A few children are extending this interest by creating and illustrating their own stories. Most children show a keen interest in early writing and confidently label their artwork. Children would benefit from more real-life opportunities to apply these skills. A few children also require additional support or challenge in this area of learning in order to make the progress they are capable of.
- Most children are making good progress in numeracy and mathematics. They demonstrate confident use of numbers beyond ten as they count during board games and use digital technologies. Most children show good number recognition skills and apply this throughout their play. Children are developing an understanding of weight and measurement as they bake and experiment with at the water tray and mud kitchen. Most children show an interest in learning shapes and new mathematical concepts. They apply this learning well through creative work in the modelling and block play areas. We have asked practitioners to provide children with additional real-life contexts for children to apply these developing skills. A few children would benefit from more consistent adult support in order to maintain concentration in their play. A few children also require additional challenge across their learning to support them to make the best possible progress.
- Most children are making good progress in health and wellbeing, and becoming confident individuals. They are forming positive relationships with each other and understand the importance of being respectful. Work exploring resilience is supporting children to recognise the relationships they have in their lives and why they are important. The children are developing good physical skills as they take part in planned physical education sessions and play in the outdoor area. They show an understanding of making healthy choices and can discuss which foods are nutritious as they prepare and eat snack. As planned, practitioners should continue to build on children's understanding of their role in sustainability.
- Most children are enthusiastic learners who are motivated in their play. They are keen to try new experiences and find out about the world around them. Children are learning French and

show familiarity with common words, phrases and songs. They celebrate this learning by performing French songs for parents and residents of a local sheltered housing development. Children also benefit from visits to local parks and green spaces to extend their learning about nature and the changing seasons.

- Individual achievements and special events are celebrated in the setting through communication with families. Parents are encouraged to add achievements to children's learning journals. We have asked the team to develop their ways of tracking children's wider achievements to help them more consistently build on prior learning. Practitioners know children well and use this information to plan interventions, which supports holistic development.

Setting choice of QI : 2.4 : Personalised Support

- Universal support
- Role of practitioners and leaders
- Identification of learning needs and targeted support
- Removal of barriers to learning

- Practitioners provide an effective level of support to all children. They work closely with parents, carers and other professionals, such as speech and language therapists, to develop a sound knowledge of all children, their families and any specific needs they may have.
- The effective keyworker approach, and the recently introduced system to collate children's information, enables practitioners to respond well to the individual needs of almost all children. In addition to this system, practitioners regularly share information with each other about children's learning and progress. Practitioners share information both informally each day and more formally at weekly team meetings.
- Where specific intervention is identified to support individual children, practitioners create effective plans, and involve parents.
- Practitioners have very supportive and caring relationships with children. All practitioners are well aware of their role in supporting all children to achieve success. We have discussed with practitioners how they can more effectively capture the support they plan for children, particularly where barriers to learning have been identified.
- Practitioners evaluate the needs of families and provide appropriate opportunities which lead to positive outcomes for families. This includes targeted parenting groups and groups with a focus on developing the nursery community.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.