

# Sub-Committee on Standards for Children and Families

2pm, Tuesday 30 April 2019

## Craigour Park Primary School Follow Through

Item number 5.1  
Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Sub-Committee on Standards for Children and Families is asked to:
  - 1.1.1 note the findings of the follow through report including the areas where the education authority and the school should continue to improve the school.

**Alistair Gaw**

Executive Director Communities and Families

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## Craigour Park Follow Through

### 2. Executive Summary

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- 2.1 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.
- 2.2 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. City of Edinburgh Council visited Craigour Park two years after the inspection to write a follow through report based on the progress and improvements made since the inspection.
- 2.3 Education Scotland letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.
- 2.4 CEC Follow Through (Appendix 3) advises the Sub-committee on the progress and improvements made since the inspection.

### 3. Background

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- 3.1 In January 2019, a team of Quality Improvement Education Officers, representing nursery, primary and secondary visited Craigour Park Primary School and Nursery Class. During their visit they engaged with focus groups of parents and children and they worked closely with the Head teacher, her senior management team and all staff to evidence the progress and improvements which the school had made.

### 4. Main report

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- 4.1 The senior leadership team has worked hard to develop a clear strategic direction and has promoted leadership at all levels. Almost all staff are clear of their roles and responsibilities leading to school improvement and are empowered to take initiatives forward in order to maximise the potential of school development.
- 4.2 The school recognises the need to further develop leadership skills in the children to allow them to take ownership of their learning. The Quality Improvement Education Officer will work with the school to ensure that this is included in the School Improvement Plan

- 4.3 **Building on best practice already in the school, staff should ensure a greater consistency to approaches to teaching and learning across all stages.**
- 4.4. The impact of quality professional learning is evident across the school. Staff have embraced these opportunities to develop their practice and this is having a positive impact on children's learning. Their increased confidence has led to a greater consistency in learning and teaching across all stages.
- 4.5 The school should continue to encourage all staff to share practice and ensure good practice is further embedded. The SMT should ensure that Sharing Classroom Practice is included termly in the Quality Improvement Calendar.
- 4.6 **Staff should further develop more effective approaches to tracking and monitoring children's progress to be clearer about how they raise children's attainment. The school currently has a wide range of data on children's progress and attainment and now needs to show more rigour in how it uses this data to close the attainment gap.**
- 4.7. The school has developed a tracking and monitoring and monitoring system which will allow very effective tracking of targeted groups to give a picture of attainment over time. There is very good level of detail in the system and it has a great deal of potential. The school should ensure that the system becomes fully embedded throughout the school.
- 4.8 **The school is at the early stages of developing a clear vision for the curriculum. Staff should continue to improve the curriculum to ensure the learning needs and entitlements of all children are met.**
- 4.9. There is a clear vision for the curriculum across the whole school. The school is currently developing clear progression pathways linked to national benchmarks in all curriculum areas and cluster collaboration is supporting continuity from ages three to fifteen. Although many skills are being developed, staff should ensure that children are clear and knowledgeable about how these skills link to the world of work.
- 4.10 The Quality Improvement Education team found that Craigour Park had made good progress in all the four areas highlighted by Education Scotland in March 2017. The QIEOs for the school and nursery will continue to work with the Head teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session

## 5. Next Steps

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- 5.1 City of Edinburgh Education Officers will continue to support and challenge progress across the school.
- 5.2 The Head teacher will continue to be part of the Professional Learning Partnership with groups of HTs across the City to ensure robust analysis of learning and teaching across the school.

## **6. Financial impact**

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- 6.1 There are no financial implications contained in the Follow Through report.

## **7. Stakeholder/Community Impact**

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- 7.1 CEC team engaged with focus groups of teaching staff, support staff and pupils during the follow through process.
- 7.2 There are considered to be no infringements on the right of the child.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## **8. Background reading/external references**

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8.1

<https://education.gov.scot/assets/inspectionreports/craigourparkprimaryschoolins280317.pdf>

## **9. Appendices**

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- 9.1 Appendix 1 Education Scotland letter and evaluations
- 9.2 Appendix 2 Summary of Inspection Findings
- 9.3 Appendix 3 Follow Through Report on progress and improvements made since the inspection



28 March 2017

Dear Parent/Carer

In January a team of inspectors from Education Scotland visited Craigour Park Primary School and nursery class. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

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

- Confident and well-behaved children who show a great pride in their school. Across the nursery and primary classes, children enjoy their learning in a calm and caring environment. They respond well to the increasing opportunities for their voice to be heard through, for example, the Pupil Parliament.
- The quality of pastoral care provided by staff. There is a unique ethos of wellbeing and inclusion within the school which has been developed very effectively over time by the leadership of the headteacher.
- Partnership working with parents. The school involves parents in their children's learning at every opportunity. Staff ensure that parents are aware of what children are learning at school through, for example, children's Learning Journals.

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

- The headteacher is well-respected in the school community and her commitment to the school is clear. She has shown success in developing leadership at all levels with all staff being involved in school improvement. In order to maximise the potential of school development she should clarify the strategic remits of the leadership roles within the school.
- Building on best practice already in the school, staff should ensure a greater consistency to approaches to teaching and learning across all stages.
- Staff should further develop more effective approaches to tracking and monitoring children's progress to be clearer about how they raise children's attainment. The school currently has a wide range of data on children's progress and attainment and now needs to show more rigour in how it uses this data to close the attainment gap.
- The school is at the early stages of developing a clear vision for the curriculum. Staff should continue to improve the curriculum to ensure the learning needs and entitlements of all children are met.

**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? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*<sup>1</sup>. 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.

## Here are Education Scotland’s evaluations for Craigour Park Primary School

### Primary stages

<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

### Nursery class

<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children’s progress</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/reports/edinburgh-city/5520223>.

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<sup>1</sup> *How good is our school? (4<sup>th</sup> Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)

## 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.

Alan Urquhart  
HM Inspector

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# **Summarised Inspection Findings**

**Craigour Park Primary School**

**The City of Edinburgh Council**

**SEED No: 5520223**

**16 May 2017**

### 1.3 LEADERSHIP OF CHANGE

*satisfactory*

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
  - *Strategic planning for continuous improvement*
  - *Implementing improvement and change*
- 
- The school has adopted the Edinburgh City Council's vision for education which promotes all children having the best possible start in life. The headteacher places high importance on fostering positive relationships with children, parents staff and the wider school community. Over time she has successfully collaborated with others to cultivate a very positive ethos which has raised the profile and reputation of the school within its local community. The headteacher and staff are very aware of the social context within which the school works and uses this as driver to school development.
  - The headteacher should now refresh and formalise the school vision, values and aims to reflect national and local priorities. While recognising that the senior leadership team takes a collegiate approach to developing aspects of the school's work, there is now a need to develop clarity around roles and responsibilities particularly as the school develops its approach to raising attainment.
  - The headteacher is committed to leadership at all levels and involves staff in the process of leading improvements.
  - Staff demonstrate their commitment to this collective responsibility in the process of change. They are aware of the new frameworks for self-evaluation and should now use these tools to further improve their processes for continuous improvement. Staff should now also familiarise themselves with the National Improvement priorities.
  - All staff are involved in progressing the school's strategic priorities through their participation in working parties for literacy, numeracy and health and wellbeing. The impact of the work of these groups is monitored through class observations by the senior leadership team and regular "Teach Meets" where staff discuss progress and further areas for development. The work of these groups would be strengthened further by involving pupils, parents and partners both in the self-evaluation process and development of these priorities. This collegiate approach is beginning to impact positively on children's experiences.
  - Most staff are reflective practitioners who show their willingness to make changes to their learning and teaching to improve learner's experiences. Processes should now be introduced to ensure that good practice is shared across all stages to increase distributive leadership and drive forward the

agenda for on-going developments and improvements. This could be further enhanced by staff making focussed visits to other schools so they can learn what happens elsewhere and challenge their own thinking.

- The headteacher uses a range of strategies to monitor the work of the school and gather feedback from stakeholders. Staff are involved in activities to evaluate the quality of their work including “Teach Meets” and professional dialogue with stage partners. Recently the school has implemented a new approach to peer observation which is further developing their understanding of self-evaluation leading to further improvement in the quality of learning and teaching. Across the school, self-evaluation could have further impact by introducing ways to feedback and pull together information from self-evaluation activities ie ‘here’s what you asked here’s what we did’ and having self-evaluation feedback as a regular item on the agenda of staff meetings. The school should be more outward looking using national quality indicators and regular staff updates on the ‘national perspective’. This will also help the school improvement planning process have more rigour.
- Over time much work has been undertaken to develop the curriculum. The headteacher is aware the school needs to continue to develop a rationale for the curriculum involving all stakeholders. This will ensure a clearer picture of what the school wants to achieve and pull school developments together and give a more cohesive approach to curriculum improvement. There is scope to increase the pace of change particularly in the development of the curriculum in order to provide a richer learning experience for children and progressive learning pathways across the curriculum.
- Whilst the school works well with a range of partners to work with children, there is scope to use partners more fully in supporting the development of the curriculum. This will help the school develop a clearer and more relevant approach to the development of skills for life and work throughout the curriculum.
- The headteacher supports staff to undertake professional learning and development with a view to using new learning to improve outcomes for learners. Staff appreciate these opportunities to develop their professional learning and improve the quality of learning and teaching. This also contributes to the evidence they can provide to achieve professional standards for registration.

## 2.3 LEARNING, TEACHING AND ASSESSMENT

*satisfactory*

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
  - *Quality of teaching*
  - *Effective use of assessment*
  - *Planning, tracking and monitoring*
- 
- Across the school there is a positive, calm and inclusive ethos. Relationships between staff and children are extremely positive, nurturing and mutually respectful.
  - Children are motivated and keen to learn. During lessons they are attentive during direct teaching and, when given the opportunity to do so, children work well together in pairs and small groups. During direct teaching explanations and instructions are clear.
  - In the best lessons children have the opportunity to plan and lead aspects of their own learning. Across the school, there is scope to develop further opportunities for children to lead their learning and develop greater independence as learners.
  - Staff have created positive learning environments within classrooms. There is scope to make better use of shared areas within the school and the outdoors to support more active and experiential learning.
  - The agreed approach to lesson structure is resulting in there being a consistent minimum standard to learning and teaching. To promote full engagement, staff need to take a more flexible approach to planning tasks and activities. Staff now need to ensure that lessons are planned to allow a brisker pace and an appropriate level of challenge for individuals and groups in the class. In doing this planned learning activities would be better matched to the needs of all learners.
  - Overall the quality of teaching is good. The sharing of learning intentions is a feature of all lessons. Teachers have taken steps to make learning meaningful through discussion of links to real-life situations. To further improve self and peer assessment, the sharing and negotiating of success criteria needs to be more consistent. A greater consistency could be achieved in the use of plenary sessions in lessons in order to reinforce children's learning. The school should build on the best of this practise and ensure a greater consistency to the quality of teaching and learning across all classes.
  - In most classes effective questioning and verbal feedback are used to clarify and develop next steps. Staff should make better use of higher order questioning to challenge and support thinking skills. This could be developed when the school gives a greater focus to skills for life and work and creativity.

- The school should continue to develop a more coherent whole-school approach to assessment and how assessment leads to effective interventions. While teachers gather assessment information in literacy and numeracy, there is a need for this to become more integral to the planning of learning and teaching. There is not yet a clear understanding across the school of how standardised assessments and teacher judgement together inform support and challenge as children progress towards achieving a Curriculum for Excellence level.
- A few teachers have developed innovative approaches to formative assessment which should be shared and developed across the school. In most classes, Assessment for Learning strategies are working well and lead to improved learning.
- In a minority classes children make effective use of digital technologies. A next step would be to develop innovative approaches to the use of digital technologies to allow learners to take responsibility for their learning.
- The school's approach to the tracking and monitoring of children's progress in literacy and numeracy within and across Curriculum for Excellence levels is not yet sufficiently robust or valid. There is a lack of confidence at all levels in the school in analysing and interpreting data, and using it to help teachers make professional judgements about national levels of attainment. As a result planned interventions are too generic and their impact is not easily measured.
- At both school and cluster level there has been involvement in approaches to moderation. A planned approach to involving all staff in effective moderation activities needs to be put in place using national benchmarks, to develop consistent and shared high expectations of learning at all stages across the school.
- The school recognises the need to support all staff in making professional judgements about children's progress towards achieving a level. Staff should work together to develop its tracking and monitoring system. As this develops it will be important that staff are clear about what evidence needs to be gathered in respect of individuals and groups to demonstrate effectively and consistently breadth, challenge and application across all areas of learning.

## 2.2 CURRICULUM: theme 2: Learning Pathways

- The school is developing a rationale for the curriculum with staff, children and parents. This will give the curriculum a clearer direction and sense of purpose as to what is important to Craigour Park School. Staff and children have been involved in identifying what is unique about the school and the headteacher intends to build this into the curriculum rationale. Over the years much work has been undertaken on curricular developments and there is evidence of this across a good-range of curricular areas. For example, staff have developed literacy, numeracy and health and wellbeing through staff working groups.
- The full development of a curricular rationale will help staff see the connectivity of each individual component of the curriculum within the 'bigger picture' of what the school aims to achieve. Further work is necessary to ensure that the school's uniqueness is used to its fullest in planning a curriculum for children which is relevant to children's' needs and particularly developing skills for learning, life and work. The headteacher is aware that staff need also to develop greater confidence in planning the curriculum in relation to the design principles. A review of remits within the senior leadership team will support this.
- Progressive programmes in mathematics/numeracy and English language literacy are having a clear impact on children's attainment. This is evident in the structure of lessons within these areas. Within health and wellbeing, whilst there still work to be undertaken for all areas to be developed, the quality of physical education gives children a consistent, progressive framework.
- Staff use the experiences and outcomes across other areas of the curriculum to allow for broad entitlements. They have bundled groups of related experiences and outcomes to relevant cross-curricular contexts. The school now needs to revisit staffs understanding of interdisciplinary approaches to ensure a greater depth to the curriculum. The headteacher should ensure that all curricular areas have an appropriate entitlement over time and that this is reflected in class timetables.
- Whilst there is evidence of skills for learning, life and work in the curriculum this is not consistent across the school. Children would benefit from a clearer progression in this area. The school should now give greater focus to this area of its work to ensure that skills for learning, life and work and creativity encompass the whole curriculum. There is potential to use a wider range of partners within the community to support this.
- Outdoor learning and digital learning remain areas of development for the school.

## **2.7 PARTNERSHIPS: theme 3 Impact on learners – Parental Engagement**

- The headteacher has a clear focus on the positive engagement of parents in the life of the school and children's learning. As a result, the school has created an ethos where parents feel welcomed and valued in the school. Parents are encouraged to feel part of their children's learning and many successful and innovative opportunities are provided by the school to support raising attainment. These include a homework club, participating alongside children in out-of-school activities such as a Racquet Club and activities for children to work alongside their children on literacy, for example, spelling.
- A positive impact of the school's approach to this is the strong attendance of parents at parent evenings. Staff report that these sessions are enjoyable experiences.
- Parents told us that they valued the approach taken by the school to support their children and how they themselves can become involved in the life of the school. They particularly commented on the approachability of the headteacher, how well she knew the children and how quickly she was able to keep parents informed about any issues.

## **2.1: SAFEGUARDING**

- The school 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. At the time of the inspection, there were no identified areas for development.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

*satisfactory*

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's 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 every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

#### **Wellbeing**

- Across the school, children learn in a calm and caring environment which promotes a strong sense of wellbeing. This together with the quality of pastoral care provided by staff provides a unique ethos in which children feel valued and supported. This ethos has been developed very effectively over time by the leadership of the headteacher supported by staff and underpins the work of the school.
- The school has a Health and Wellbeing Coordinator and a Health and Wellbeing Working Group. This group has been working on a number of agreed initiatives across the school. However, work remains to be done in a number of important areas.
- These include auditing the coverage of experiences and outcomes across the whole school. They also include providing curriculum planning guidance for staff related to national expectations in health and wellbeing. Whilst the school has provided basic, topic-based scaffolding for planning as part of interdisciplinary learning, this should now be reviewed and revised.
- The school has a full-time PE teacher and has developed a progressive framework for physical activity across the school, including brief, high intensity workouts during class time. The school believes that this has resulted in a lower incidence of obesity amongst its pupils.
- The school has recently begun to work with children to consider the wellbeing indicators as part of school life. More work is now required to help children and the wider school to understand this perspective more fully.
- An approach to building resilience has recently been adopted and is being implemented across the school. The school needs to ensure that this approach is appropriately placed within its strategic approach to health and wellbeing and that differentiation and progression are planned carefully and built in from the outset. The school should also ensure that all of its initiatives relating to health and wellbeing articulate with its strategic priorities in health and wellbeing and are built in to its curriculum planning guidance.
- Staff understand the importance of promoting and ensuring the wellbeing of children in the school. Staff also feel valued and supported as part of the school. There is a growing culture of teamwork amongst staff. Partner agencies are very positive about the enthusiastic way that school staff engage with them and think that working in

partnership is a strength of the school. This approach brings professionals in to the school to contribute to the learning experiences of children.

### ***Fulfilment of statutory duties***

- The school meets national guidelines for religious observance and physical education.
- The school should continue to ensure that the requirements of the Additional Support for Learning Act 2009 are met.

### ***Inclusion and equality***

- The school works hard to include children in education, whatever their needs or background. The school roll includes a significant number of children from a range of ethnic backgrounds for whom English is not their first language. It also includes looked after children and children with a range of additional support needs including dyslexia, autism, ADHD and hearing impairment. This inclusive approach and welcoming ethos, modelled and encouraged by the headteacher, is a significant strength of the school.
- The school strives to ensure that inclusion and equality leads to improved outcomes for learners. Whilst most children feel that the school encourages them to do their best, there is still significant potential for staff to be more insistent, consistent and persistent with high expectations for each child in their learning. This should include better differentiation in lessons and greater independence of children in their learning experiences.
- The school has a significant resource to meet needs in the form of its pupil support assistants (PSAs) and support for learning staff. They successfully support children one-to-one, in small groups and in classes. They feel included in the work of the school and find their role satisfying. However, PSAs often move from one situation to another without any turnaround or preparation time. The local authority's system for the allocation of resources to schools to meet additional support needs is currently under review.
- Planning to meet additional support needs is done effectively using Additional Support Plans (ASPs) and individualised educational programmes (IEPs), depending on the needs of the child.
- The school has successfully targeted and engaged parents in the education of their children where they have additional needs. For example, groups of children from different stages are brought together with their parents once a week for a 30 minute family learning session. Parents work with their children and are given resources which they can take home to reinforce particular concepts or approaches.
- The school is developing systems to cross-reference attainment information with the specific needs of children, including whether they are looked after, have English as an additional language, have speech and language therapy input, receive support from educational psychology, and featuring their SIMD decile. This information is currently collated for classes of children. It would now be helpful if this could also be done at a whole school level, including the range of interventions which each child is involved with.

## 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

*satisfactory*

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

### **Attainment in Literacy and numeracy:**

- Overall, children, including those requiring additional support, are making satisfactory progress in their learning in literacy and English and numeracy and mathematics. Teacher professional judgement data provided by the school shows that the majority of children achieved national levels of attainment in session 2015/16. The school predicts that the majority of children will achieve national expected levels by the end of this current session. Evidence gathered during inspection supports this prediction. The school should now develop a strategy for raising attainment in literacy and numeracy. This should focus on identifying any gaps in attainment, targeting interventions to close these gaps and evaluating the impact of interventions to ensure that all children make the progress of which they are capable.

### **Overall progress in numeracy and mathematics**

- Staff have undertaken professional development in developmental learning approaches to the teaching of numeracy. This, together with a consistent focus on the development of mental agility, is supporting well children's understanding of number and number processes. To ensure that children achieve nationally expected level, they need to be given more regular opportunities within stages and across levels of the curriculum to revisit taught concepts and deepen their learning. Staff should consider providing more regular practical learning opportunities for numeracy and mathematics, particularly at the early and first levels. This will ensure all children learn at an appropriate pace and that expectations of what children can achieve remain high.
- **Number:** Across the school, the majority of children show strength in understanding number. The majority of children develop an increasingly sound understanding of the number system and place value as they progress through the school.
- **Money:** As they progress through the school, children are becoming increasingly more confident in identifying and using coins and notes. At the early level, children would benefit from more opportunities to play with money.
- **Measure:** As children move through the school, the majority are confident and accurate in measuring and estimating using a range of standard units. At second level, children need more practice in calculating perimeter, surface area and volume using real-life contexts.
- Children require greater opportunities to revisit learning in shape, position and

movement and chance and uncertainty. Although they are aware of some concepts such as symmetry they are less confident in their understanding of angles and the relationship between diameter, radius and circumference of a circle. Children are given opportunities for Information handling through topic work, however, this needs to be more progressive across the first and second levels.

### **Overall progress in Literacy**

- Children are given good opportunities in other areas of the curriculum to apply and extend their literacy skills when writing in contexts, and during listening and talking activities. Good examples of this were observed in science and numeracy, particularly at the upper stages. Children also understand and are able to articulate the relevance and importance of literacy skills, in aspects of developing their skills for life, learning and work.
- **Listening and Talking:** During inspection activities children spoke confidently, using appropriate vocabulary, including technical language related to specific aspects of their learning. Older children articulate very well their views and opinions and are able to debate confidently and skilfully with one another. In Primary 7 children are able to set success criteria specific for listening and talking, evaluate their progress and that of others. Across the school children listen well to adults and one another and are able to demonstrate effective listening skills when engaging in pair and group activities. Teachers should now plan for a consistent approach to assessment, to allow all children to further develop skills and confidence in listening and talking.
- **Reading:** In Primaries 3–7 children use Literature Circle strategies effectively to support their understanding of texts within literacy, and across other areas of the curriculum. Children are beginning to benefit from the new approaches to comprehension skills at the upper stages. At the early stages, children can apply their phonics knowledge to read and spell common words. Consideration needs to be given to differentiation and the pace of delivery of the phonics programme. During inspection activities children read with fluency, expression and confidence. In discussing texts, older children were able to identify settings, characters, and main ideas confidently. A renewed focus on reading for enjoyment and initiatives that include the First Minister’s Reading Challenge, the Reading Responsibility Group, and the Craigour Reading Radio are promoting good reading habits. Time should now be given to allow staff to become familiar with the benchmarks and use them in their planning for learning and teaching.
- **Writing:** Children at all stages write across a range of genres, including poetry. Children use a range of appropriate punctuation to structure their writing. In the primary 4 to 7 classes, most children are able to write at length, present their work well and use accurate spelling. Children now need more opportunities to apply their writing skills across learning in meaningful contexts. More effective use of assessment information would ensure that clear targets are set for individual children, giving children a greater understanding of their progress and what they need to do to improve their work. Too much time is spent planning writing resulting in unfinished pieces of work.

### **Attainment over time**

- Despite having administered standardised assessments in reading, spelling and numeracy over a number of years, the school could not provide a clear picture of attainment over time for individual pupils, cohorts or school level performance. Staff

would benefit from training in how to interrogate data from standardised assessments together with national benchmarks and use this information when planning next steps in learning.

- In-school and cluster moderation opportunities are beginning to support more effective professional judgement of children's attainment. As planned, staff should work together to improve their understanding of how to assess achievement of Curriculum for Excellence levels so that this is more consistent across the school and cluster.

### **Overall quality of learners' achievements**

- The school celebrates children's achievements within school through awarding a weekly 'Class Star' in every class. Children can be selected for a range of different reasons including their behaviour, their progress or their effort. These weekly awards are celebrated at assemblies and posted on the Weekly Wonder Wall in the dinner hall area. Termly awards are also given and the families of these children are invited in to a tea party with the headteacher. Families and children find these awards motivating, and they are a method of engaging parents in the work of the school.
- The school offers a number of out of school hours sports activities on site, both before and after school. For example, the Racquet Club is well attended on Tuesday morning from 8:00-8:45am. These include rugby, football, gymnastics, judo and parkour. The school also signposts cluster and neighbourhood sports clubs. The uptake is high, with a school average in 2016-17 of 80% of children in P3-P7 taking part in coach-led organised sports and physical activities outwith the curriculum. Some non-sports activities are available, including robotics and computer programming, and the school may wish to consider extending this choice.
- Children are encouraged to share examples of their achievements outside school in sports, arts or other areas of interest. These achievements are also celebrated at assemblies and posted on the Wider Achievement board in the circulation area. Parents appreciate the recognition of these achievements by the school. It would be helpful if the school began to track the achievements of children to build up their profiles and to identify any gaps.

### **Equity for all learners:**

- Staff welcome the recent addition of SIMD data and information on potential barriers to learning to their class tracking overview. While there is evidence of there being a range of interventions in place to improve children's learning and experiences, these are not targeted well enough to address the low attainment of specific groups. As a result, the school now needs to develop a robust approach to identify, target and monitor the progress of identified groups of children, particularly for those at risk of achieving poor outcomes. The school should select evidence-based interventions and carefully monitor the impact of these on raising attainment.

## SCHOOL CHOICE OF QI - TRANSITIONS

- **Arrangements to support learners and their families.**

- Overall, arrangements to support learners and their families are good.
- As children move across the early level into primary one, practitioners carefully share information to support continuity. This information needs to be moderated to ensure it is robust and consistently reliable. Children's e-journals provide a useful, holistic view of individuals and school staff report that these help them get to know children more quickly. As the e-journals continue to develop, with an increased focus on learning, they will provide an even more valuable tool to aid transition.
- Literacy based transition projects across the local cluster of schools provide shared learning and a valuable starting point for contextual learning for children as they start school. As this develops and embeds it will be important for the benefits of this approach to be measured and changes made as appropriate.
- To support transitions across the early level further consideration should be made to all practitioners and staff developing a shared understanding of high quality early learning pedagogy. There is considerable potential for shared learning experiences, firmly based in play, to be delivered in both the school and nursery environments supporting meaningful continuity and progression.
- The school has developed effective transition arrangements to support children's emotional health as they move from P2 into the new building and when back into P5 in the main building. For children moving onto secondary school, staff work effectively with the secondary staff to ensure that children have a smooth transition for children between primary and secondary. There is also an effective enhanced transition process for children who may have additional support needs.
- Pastoral care during transitions is a strong feature of the way the school operates. Staff now need to ensure that transitions have a greater focus on the curriculum, attainment and methodology of teaching and learning.
- Over the past session, the school has risen to the challenge of supporting children and their families during a period when the school had to de-cant from its permanent building. Staff planned effective transition arrangements to support children and families through this period.



## **Section Two**

### **Summarised Inspection Findings**

#### **Craigour Primary School Nursery Class**

## 1.3 LEADERSHIP OF CHANGE

*satisfactory*

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*
- 
- Overall there is a clear commitment to develop and deliver a high quality service for children and families. Management and practitioners engaged fully with the inspection process in order to inform and support their continuing improvement journey. The vision, values and aims in place broadly reflect the aspirations of everyone involved with Craigour Park nursery class. It would be timely to reflect and refresh these, involving children, practitioners and families, to ensure that they are fully realised.
  - As a team, management and practitioners now need to be more familiar with current thinking about high quality early learning and childcare from a national perspective to ensure this clearly underpins and inspires continuous improvement. To support this they should work together to develop a shared image of the child to underpin their collective vision.
  - There are positive examples of practitioners leading aspects of the setting, for example work on the Eco Schools programme, parents groups and the supporting of students. There is potential for practitioners to adopt further responsibilities that nurture individual interests and skills, to increase distributed leadership and share the agenda for on-going development and improvement.
  - Senior practitioners provide positive role models through their effective interactions with children. The role of senior practitioner now needs to develop, with the senior management team, to provide more strategic leadership of the nursery class. The management remit is in the process of being reassigned to a new member of the senior management team. This is an opportunity to maximise innovation and creativity.
  - The team worked well together to minimise disruption to children and families during challenging circumstances. In discussion with practitioners there have been benefits with the team developing a new strength and a more outward looking approach. These benefits should be built upon, for example through continued, focused visits to other settings.
  - A positive start has been made to using self-evaluation tools and on-going reflection to support the identification of strengths and areas for improvement. Increased use of current national guidance and self-evaluation frameworks will support the team to look critically at their practice in an informed way. This should support the identification of aspects for improvement through specific,

manageable and measurable targets that can be delivered at an appropriate pace of change. Relevant improvement objectives are identified from professional review and development processes for individual practitioners and the setting as a whole. Building on this, consideration could also be made to including specific priorities in the whole school improvement plan that best reflect the development needs of the nursery class.

## 2.3 LEARNING, TEACHING AND ASSESSMENT

*satisfactory*

This indicator focuses on ensuring high quality learning experiences 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*
- 
- Children are enthusiastic about their learning and enjoy their time in the setting. Practitioners have developed very positive relationships with children which enable them to feel settled and secure. Children are involved in spontaneous active play within the indoor and outdoor environment, make choices about where they want to play and access a range of appropriate resources. They would now benefit from increased access to more open ended materials which promote problem solving, creativity and inquiry skills both indoors and outside. The outdoor area and use of digital technologies should be developed to provide interesting and stimulating opportunities across the curriculum.
  - It is clear that practitioners value each child as an individual with their own ideas, interests and needs. Children are encouraged to express their thoughts during play and group times and practitioners use sensitive interactions and questions to support and extend children's thinking. This now needs to be more consistent across the team.
  - The majority of children show sustained interest and concentration in their chosen play activities. They are motivated to learn and show an interest in the world around them. Children should now be supported to take increased roles of leadership within the setting in order to nurture these skills and promote a higher level of independence and responsibility within the environment.
  - Practitioners make observations about children's play and use these to responsively resource the environment in order to develop their ideas and interests. Consideration could be given to the routine and structure of the sessions in order to more effectively enable children to follow, develop and deepen their interests over time. This would reduce the interruptions to children's play and allow time for children to explore their learning in more depth.
  - The setting uses a floor book approach to record children's experiences over time. This is now being developed to enable children to take a more active role in planning for their own learning and practitioners are exploring the most effective way to take this forward. This work is in initial stages but should as it progresses, allow children to have more ownership of their learning and provide appropriate depth and challenge.
  - Observations of children's play and learning are recorded in their e-learning journals.

These provide a record of children's experiences within the setting over time, as well as an overview of children's experiences within the curriculum. Practitioners should now work to ensure observations more consistently identify significant learning for each child and can therefore support planning for next steps in learning. Children would benefit from more focused conversations about their learning in order to reflect on their achievements and plan for what they might learn next.

- Children's Learning Journals and observations are used to track children's experiences across the curriculum. The information gathered through these processes should now be used more effectively in order to robustly identify where children are making progress and where they require support across the curriculum. This will ensure that learning is consistently planned to support continuity and progression.

## **2.2 CURRICULUM: Theme 2: Learning and Development Pathways**

- Within the setting there is a focus on health and wellbeing, numeracy and literacy. Curriculum for Excellence experiences and outcomes are used to support planning, observation and assessment processes and provide a range of developmentally appropriate experiences. Approaches to planning respond to children's interests and work with floor books is beginning to develop this in more depth. As these approaches develop, it will be important to reflect on curriculum design principles to ensure sufficient personalisation, depth and challenge. A curriculum rationale should be developed to reflect the uniqueness of the setting and their aspirations for the learning and achievement of all children.
- Learning is shared with parents and carers through the setting's online learning journal system. This allows parents to access these at times which are suitable to them and to contribute their comments. Parent postcards and nursery newsletters also help to keep parents informed about their child's learning in the setting and ways they can get involved.
- Children access the setting's outdoor area on a daily basis for active physical play. Termly use of a local green space also supports children's learning about their local area and outdoor environment. Consideration should be given to ways to develop this further to make the best use of the outdoor area and green spaces to embed outdoor learning in the curriculum. This will in turn support development of learning about sustainability and eco issues within the setting.

## **2.7 PARTNERSHIPS: theme 3 Impact on children and families – Parental Engagement**

- Partnerships with parents are a strong, positive feature of the setting. There are many ways that parents can engage with children's learning including 'parent postcards', bedtime story initiative and through viewing and contributing to e-journals of children's learning. Parents particularly enjoy attending events such as the Burns Supper and Christmas Fun Days with their children. Practitioners have also developed a programme of interesting trips for children with their parents and carers in the local community and wider city.
- In line with the inclusive ethos, practitioners are keen to engage all parents and families in the work and life of the setting and have reflected on how this can best be achieved. They recognise that they now need to implement their even wider range of ideas to engage other parents and measure the impact that they have over time.
- The setting is involved with a range of partners in the community which support children to develop an awareness of others. There is scope to continue to develop this to support children to develop and apply a wide range of skills linked to leadership and citizenship.

## **2.1: SAFEGUARDING**

- The school 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. At the time of the inspection, there were no identified areas for development.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

*satisfactory*

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*

- There is a warm, welcoming atmosphere within the setting and children quickly settle to their chosen play and learning activities. Practitioners are sensitive and responsive to children in their interactions which has created respectful relationships throughout the setting. Children approach practitioners for help and support and are confident to express their needs.
- Practitioners are aware of the wellbeing indicators of 'Getting it right for every child' and use this language in interactions with children. The team should now continue to develop a shared understanding of the wellbeing indicators with children through meaningful, relevant experiences and making links this to planned work around the rights of the child. This will help support children to develop their early understanding and use of the wellbeing indicators to understand and express their feelings and experiences
- Positive relationships mean that practitioners know children and their circumstances well and are responsive in their approach to care and wellbeing. Recording processes should now be developed to more robustly and effectively capture all necessary information that is needed in order to plan for the care of each child in line with legislative requirements.
- Practitioners have a developing awareness of the need to keep up to date with legislation, good practice and national guidance in order to ensure that they fulfil their statutory duties. Children who face barriers to their learning have individual plans put in place in consultation with families and other agencies where appropriate. Practitioners should ensure that these plans more robustly and consistently track the effectiveness of interventions and strategies for children who require additional support in order that they make the best possible progress.
- Care should be taken to ensure that the setting actively promotes and provides for the uptake of the full entitlement of early learning and childcare. This will support children to make the very best possible progress in their learning.
- The voice of the children is respected within the setting and practitioners encourage children to make suggestions and share their ideas. These are then used to make changes to the resources and plans within the setting. Such approaches should be developed further so that children have more opportunities to influence matters which affect them and take increased ownership of their learning experiences.

- Positive relationships are effectively role modelled by practitioners and as such, most children are kind and caring towards each other. They understand the need to take turns and share resources and a few children negotiate this independently. Most children are developing the ability to articulate their feelings and needs appropriate to their developmental stage. Learning experiences and charity events also support children to understand the needs of others in the community and wider society.
- Practitioners are aware of the need to promote learning about equality and diversity within the setting and their role in supporting this. Parents are invited to share festivals and events that are important to their families and the diversity of languages spoken by the children and families is celebrated. A range of bed time story books in different languages is available to support this work.

### 3.2 SECURING CHILDREN'S PROGRESS

*satisfactory*

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*
- 
- The learning environment encourages children to make decisions about their play and develop their confidence as individuals. They are developing an awareness of how to work together and express their needs as appropriate to their stage of development. Overall, children are making satisfactory progress in their learning across the curriculum.
  - Almost all children are making satisfactory progress in communication and early language. They readily engage in conversation with practitioners and each other during play and planned learning activities. They listen well to stories and a few recall sequences and events, retelling narratives in their own words and asking questions. Children create their own stories and illustrate these by drawing pictures. Practitioners introduce vocabulary to the children in order to extend their language and a few children demonstrate their knowledge of newly learned words. Children are developing their early writing skills through mark making and routines such as labelling artwork and a few children are showing increasing confidence in writing their name. Children would benefit from increased meaningful and real life contexts in which to develop their mark-making skills both indoors and outside.
  - Almost all children are making satisfactory progress in numeracy and mathematics. The majority are developing an awareness of number and early mathematical concepts through play and group times. Children demonstrate a growing awareness of shape through games and count with confidence when participating in routines such as counting the number of children at 'hello time.' They are beginning to use mathematical language to compare size and amount, for example, when reading traditional tales. Positional and directional language is used in physical play situations such as riding bikes and active games. Practitioners should now look to integrate the development of these skills more consistently into play situations in order to provide children with increased real life and meaningful contexts for learning.
  - Almost all children are making satisfactory progress in health and wellbeing. The majority of children are developing an awareness of ways to keep healthy and safe through daily routines. A few children can talk about foods that are good for you and understand the importance of looking after their teeth. Daily outdoor time promotes active play in a way that supports health and wellbeing and children are also developing a range of physical skills through their use of the school gym hall. Visits

to local green spaces also extend children's skills outdoors and support their ability to assess risk and make healthy choices.

- The majority of children show an interest in the world around them and are keen to explore and learn. Children are learning about the birds that can be seen in the garden area and their different names and characteristics. These interests are linked to children's learning about sustainability as they plan for feeding the birds and take part in recycling activities such as making paper.
- Children use the creative art area well and benefit from making independent choices about the materials they use to express their ideas. The setting should now look to develop this approach further in order to allow children to lead their learning and take increased ownership of the environment.
- Children's achievements within the setting are captured and celebrated in a variety of ways. 'Star of the Week' recognises children's effort and achievement and their learning journals also record some significant events. Consideration should now be given to ways in which to track children's wider achievements in order to provide a holistic picture of children's progress and consistently build on prior learning.

## **SCHOOL CHOICE OF QI – TRANSITIONS**

- **Quality of support for children and their families**
  - **Collaborative planning and delivery**
  - **Continuity and progression in learning**
- 
- Overall, there are suitable arrangements in place which, together, offer sound pastoral support to children and families to make successful transitions into and on from the setting. These are personalised and suitably flexible to meet the needs of individuals while ensuring continuity in wellbeing. Children settle quickly and clearly benefit from the very positive relationships and ethos in the setting.
  - As children move across the early level into primary one, practitioners carefully share information to support continuity. This information needs to be more robustly moderated to ensure it is consistently reliable. Children's e-journals provide a useful information and school staff report that these help them get to know children more quickly. As the e-journals continue to develop, with an increased focus on learning, they will provide an even more valuable tool to aid transition.
  - Literacy based transition projects across the local cluster of schools provide shared learning and a valuable starting point for contextual learning for children as they start school. As this develops and embeds it will be important for the benefits of this approach to be measured and changes made as appropriate.
  - To support transitions across the early level further consideration should be made to all practitioners and staff developing a shared understanding of high quality early learning pedagogy. There is considerable potential for shared learning experiences, firmly based in play, to be delivered in both the school and nursery environments supporting meaningful continuity and progression.
  - There is scope to improve arrangements for children who attend the setting on a split placement with another setting. We discussed how this could be achieved and management are keen to develop this to support increased continuity and progression in both learning and care.

## **PARTICULAR STRENGTHS OF THE SCHOOL**

- Confident and well-behaved children who show a great pride in their school. Across the nursery and primary classes, children enjoy their learning in a calm and caring environment. They respond well to the increasing opportunities for their voice to be heard through, for example, the Pupil Parliament.
- The quality of pastoral care provided by staff. There is a unique ethos of wellbeing and inclusion within the school which has been developed very effectively over time by the leadership of the headteacher.
- Partnership working with parents. The school involves parents in their children's learning at every opportunity. Staff ensure that parents are aware of what children are learning at school through, for example, children's Learning Journals.

## **AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL**

- The headteacher is well-respected in the school community and her commitment to the school is clear. She has shown success in developing leadership at all levels with all staff being involved in school improvement. In order to maximise the potential of school development she should clarify the strategic remits of the leadership roles within the school.
- Building on best practice already in the school, staff should ensure a greater consistency to approaches to teaching and learning across all stages.
- Staff should further develop more effective approaches to tracking and monitoring children's progress to be clearer about how they raise children's attainment. The school currently has a wide range of data on children's progress and attainment and now needs to show more rigour in how it uses this data to close the attainment gap.
- The school is at the early stages of developing a clear vision for the curriculum. Staff should continue to improve the curriculum to ensure the learning needs and entitlements of all children are met.

## **WHAT HAPPENS AT THE END OF THE INSPECTION?**

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.

## Appendix 3

### **Follow Through Report on progress and improvements made since the inspection**

In March 2017, Education Scotland published a letter following the Inspection of Craigour Park Primary and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and City of Edinburgh Council. Recently, an Education Authority Team visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents and carers.

This report tells you about the quality of education provided by the school since the inspection. It also comments on the progress made in the agreed areas for improvement.

During the follow through, we talked to children and worked closely with the headteacher and staff. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This follow through report sets out what we found.

**The headteacher is well respected in the school community and her commitment to the school is clear. She has shown success in developing leadership at all levels with all staff being involved in school improvement. In order to maximise the potential of school development she should clarify the strategic remits of the leadership roles within the school.**

Across the school and nursery there is a welcoming, calm and purposeful ethos for learning. Relationships between staff and children are positive, nurturing and mutual respect is evident throughout the school. Overall, children's behaviour is very good.

The senior leadership team has worked hard to develop a clear strategic direction and has promoted leadership at all levels. Almost all staff are clear of their roles and responsibilities leading to school improvement and are empowered to take initiatives forward in order to maximise the potential of school development. Almost all staff are enthusiastic, committed and motivated to continue to drive forward their areas of responsibility and to ensure impact on attainment and achievement. They are clear in their vision and have identified next steps for improvement.

Children have opportunities to lead in a variety of areas, for example, the creation of Digital Champions to support and develop the use of technologies within the curriculum. Reading Ambassadors promote the enjoyment of literature and aim to inspire a literacy rich environment across the school and in the nursery the children act as a Health and Safety Officer and an Eco Officer. The school recognises the need to further develop leadership skills in the children to allow them to take ownership of their learning. The Quality Improvement Education Officer will work with the school to ensure that this is included in the Improvement Plan.

**Building on best practice already in the school, staff should ensure a greater consistency to approaches to teaching and learning across all stages.**

Staff use the modern, open plan school building and grounds to enhance and vary the learning experiences for the children. There has been a clear focus on developing a consistent approach to pedagogy within the early level and learning and teaching across the school.

Almost all pupils are proud of their school and are engaged and motivated in their learning. Approaches to learning and teaching are consistent across the whole school. In almost all lessons learning intentions are shared and success criteria co-created with the pupils and referred to throughout the lesson. Feedback to children by peers and class teachers, clearly reflects what is being assessed in learning and next steps identified and understood by the children.

Within the early level children are encouraged to lead their own learning and staff are responding to their individual interests and needs. Within first and second levels the children are encouraged to direct their learning within specific contexts. This is leading to increased engagement and motivation. There is now scope for the school to develop this further by encouraging the children to make decisions about the context for learning.

The impact of quality professional learning is evident across the school. Staff have embraced these opportunities to develop their practice and this is having a positive impact on children's learning. Their increased confidence has led to a greater consistency to approaches to teaching and learning across all stages. The school should continue to encourage all staff to share practice and ensure good practice is further embedded. The SMT should ensure that Sharing Classroom Practice is included termly in the Quality Improvement calendar.

**Staff should further develop more effective approaches to tracking and monitoring children's progress to be clearer about how they raise children's attainment. The school currently has a wide range of data on children's progress and attainment and now needs to show more rigour in how it uses data to close the attainment gap.**

In the nursery staff are at the early stages of evidencing children's learning and development over time.

The school has developed a tracking and monitoring system which will allow very effective tracking of targeted groups to give a picture of attainment over time. There is very good level of detail in the system and it has a great deal of potential. The school should ensure that the system becomes fully embedded throughout the school. Staff are clearly tracking children's progress at class level and this is discussed regularly at attainment meetings with senior staff and Support for Learning teacher. Class teachers take ownership of attainment and can clearly identify barriers to learning. Supports and strategies at Pathways 1 and 2 are being used effectively. These approaches to tracking and monitoring progress are supporting the school to raise attainment and to make informed decisions about targeted interventions. Through measuring the impact of interventions the school is clear on those that are having the greatest impact on closing the attainment gap. Children with Individual Education Plans now have a jotter to evidence progress and achievements over time linked to individual targets. These are shared and discussed with parents and carers regularly.

The school has also developed a system for tracking attendance in line with new council priorities, and this already allows the school to target interventions appropriately.

The online learning journals which have been developed allows children and parents to have a greater understanding of how well they are doing in their learning and what steps they need to take to improve. Parents are invited into school for termly tea parties to celebrate attainment and achievement successes with their children.

Wider achievements are recognised, tracked and celebrated. Pupils are given many opportunities to participate in community events eg singing in the local church, at the Royal Infirmary and Erskine. The school has strong links with the Lyceum Theatre and the work created and experiences which the children receive are of a very high standard. Pupils report that it has increased their confidence when talking and presenting to different audiences. Craigour Park won the Robot design award at the Regional Lego League. Pupils are often asked represent the school at major sporting events. These activities are led by Pupil Support Assistants, teachers, parents and Active schools.

**The school is at the early stages of developing a clear vision for the curriculum. Staff should continue to improve the curriculum to ensure the learning needs and entitlements of all children are met.**

There is a clear vision for the curriculum across the school. Within the early level skilled practitioners are sharing their expertise to develop more play based approaches to learning. This allows children increased opportunities to use more open-ended materials promoting problem solving, creativity and enquiry skills both indoors and outside.

The school is currently developing clear progression pathways linked to national benchmarks in all curriculum areas and cluster collaboration is supporting continuity from ages three to fifteen. Health and Wellbeing is a priority within the school and all children receive their entitlement of 2 hours of high quality P.E. each week with one session taking place outdoors.

To improve Digital Literacy within the school, the community and with other stakeholders, the school is developing a robust and unique digital strategy. Digital champions in the school are given opportunities to share what they have been learning in their group with their peers. They are adept at carrying out simple repairs to printers etc

There were examples of creative and innovative approaches within the curriculum which supports pupil engagement and motivation in learning. Children's learning journals are used to track children's experiences across the curriculum and children are clear about their next steps in learning.

Although many skills are being developed, staff should now ensure that children are clear and knowledgeable about how these skills link to the world of work. The Quality Improvement Education Officer for the school would expect to see a clear strategy outlined for this included in the school Improvement Plan for session 2019-2020.

Craigour Park Primary school and nursery has made good progress in all the four areas highlighted by Education Scotland in March 2017. The QIEOs for the school and nursery will continue to work with the Head Teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session.