

Notice of meeting and agenda

Sub-Committee on Standards for Children and Families

10.00 am Wednesday, 25th September, 2019

Dunedin Room - City Chambers

This is a public meeting and members of the public are welcome to attend

The law allows the Council to consider some issues in private. Any items under “Private Business” will not be published, although the decisions will be recorded in the minute.

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1. Order of Business

- 1.1 Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2. Declaration of interests

- 2.1 2.1 Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

3. Minutes

- 3.1 Sub-Committee on Standards for Children and Families of 30 April 2019 – submitted for approval as a correct record 7 - 10

4. Protocols

- 4.1 Protocols for the Conduct of the Sub-Committee on Standards for Children and Families 11 - 14

5. Inspection Reports

- 5.1 St Francis' RC Primary School – Inspection – report by Executive Director for Communities and Families 15 - 32
(Councillors Burgess, Kate Campbell, Child and Rose invited for Ward/catchment interest)
- 5.2 St Ninian's RC Primary School – Inspection – report by Executive Director for Communities and Families 33 - 50
(Councillors Booth, Ian Campbell, Doran, McLellan, McNeese-Mechan, Miller, Mowat, Munn, Munro, Rae, Rankin, Ritchie and Staniforth invited for Ward/catchment interest)
- 5.3 Brunstane Primary School – Inspection – report by Executive Director for Communities and Families 51 - 88
(Councillors Kate Campbell and Child invited for Ward/catchment interest)

5.4	Davidson's Mains Primary School – Inspection – report by Executive Director for Communities and Families (Councillors Barrie, Hutchison, Lang, Mitchell, Osler, Whyte and Work invited for Ward/catchment interest)	89 - 102
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6. Inspection Follow Through Reports

6.1	Leith Academy - Inspection Follow Through – Report by Executive Director for Communities and Families	103 - 112
6.2	Newcraighall Primary School - Inspection Follow-Through – Report by Executive Director for Communities and Families	113 - 134
6.3	St Cuthbert's RC Primary School - Inspection Follow-Through – Report by Executive Director for Communities and Families	135 - 164

Andrew Kerr

Chief Executive

Committee Members

Councillor Ian Perry (Convener), Councillor Eleanor Bird, Councillor Mary Campbell, Councillor Alison Dickie, Councillor Joan Griffiths, Councillor Callum Laidlaw, Councillor Jason Rust and Councillor Louise Young; Rabbi David Rose.

School and Learning Community Representatives Invited

10.00am – St Francis' RC Primary School

Margot MacAlister, Head Teacher

Parent Representative

10.20am – St Ninian's RC Primary School

Angie Brack, Head Teacher

Parent Representative

10.40am – Brunstane Primary School

Kevin Brack, Head Teacher

Parent Representative

11.00am – Davidson's Mains Primary School

Lesley Nock, Head Teacher

Parent Representative

Information about the Sub-Committee on Standards for Children and Families

The Sub-Committee on Standards for Children and Families consists of 8 Councillors and a religious representative of the Education, Children and Families Committee.

The Sub-Committee on Standards for Children and Families usually meets in the City Chambers on the High Street in Edinburgh. This meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Louise Williamson, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4264, email louise.p.williamson@edinburgh.gov.uk.

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

sound recordings captured of them will be used and stored for web casting and training purposes and for the purpose of keeping historical records and making those records available to the public.

Minutes

Education, Children and Families Committee Sub-Committee on Standards for Children and Families

2.00pm, Tuesday 30 April 2019

Present:

Councillors Perry (Convener), Bird and Dickie

Communities & Families Directorate

Jackie Reid, Quality Improvement Education Officer

1. Minutes

Decision

To approve the minute of the Sub-Committee on Standards for Children and Families of 29 January 2019 as a correct record.

2. Protocols for the Conduct of Meetings of the Sub-Committee on Standards for Children and Families

Protocols for the Sub-Committee on Standards for Children and Families were submitted.

Decision

To note the protocols.

(Reference – Protocols for the Conduct of the Sub-Committee on Standards for Children and Families, submitted)

3. Craigour Park Primary School – Inspection Follow Through

HM Inspectors had published a report on the quality of education in Craigour Park Primary School in March 2017.

The education authority had visited the school to identify the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

Decision

To note the findings of the follow through report including the areas where the education authority and the school should continue to improve the school.

(References – Sub-Committee on Standards for Children and Families 5 December 2017 (item 5); report by the Executive Director for Communities and Families, submitted)

4. St John Vianney Primary School – Inspection Follow Through

HM Inspectors had published a report on the quality of education in St John Vianney Primary School in April 2017.

The education authority had visited the school to identify the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

Decision

To note the findings of the follow through report including the areas where the education authority and the school should continue to improve the school.

(References – Sub-Committee on Standards for Children and Families 5 December 2017 (item 8); report by the Executive Director for Communities and Families, submitted)

5. Victoria Primary School - Inspection

HM Inspectors had published a report on the quality of education in Victoria Primary School in March 2018.

The education authority had visited the school to identify the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement.

Decision

To note the findings of the follow through report including the areas where the education authority and the school should continue to improve the school.

(References – Sub-Committee on Standards for Children and Families 1 May 2018 (item 3); report by the Executive Director for Communities and Families, submitted)

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PROTOCOLS FOR THE CONDUCT OF THE SUB-COMMITTEE ON STANDARDS FOR CHILDREN AND FAMILIES

Through its meetings, the aim of the Sub-Committee on Standards for Children and Families is to provide a high quality experience for staff, parents or carers, officers, members of the community and Sub-Committee members and to ensure that the work of the Sub-Committee is seen in the context of the wider support and challenge process.

- The Convener of the Sub-Committee will provide a high quality experience by ensuring that agenda items run to agreed times. That is, normally and unless agreed otherwise, 30 minutes for each agenda item (pre-school generally 20 minutes), where establishment staff, parents or carers, or members of management committees, voluntary organisations or members of the community have been invited to attend.
- There will be a maximum of three attendees for each agenda item.
- In the case of a school or pre-five establishment, the head teacher or manager and two others, at least one of whom should be a parent/carer representative will be invited to attend the Sub-Committee; also the Chair of the Parent Council where appropriate.
- In the case of a secure unit or a young people's centre, the manager and two others will be invited to attend.
- In the case of a community learning and development centre, the community learning and development worker will be invited along with two others, one of whom should be the chair of the management committee. In the case of community learning and development teams, the senior community learning and development worker and two others will be invited to attend.
- In the case of a voluntary organisation, up to three representatives will be invited to attend.
- Invitations to attend will be issued in good time.
- Meetings will be cancelled only in exceptional circumstances.
- Attendees will be invited as appropriate, and will be briefed on procedures, through written guidelines, and verbally as required.
- Requests for deputations must be referred for consideration to the Education, Children and Families Committee.

- On arrival, visitors will be met, shown to a suitable waiting area and given information on how long they can expect to wait.
- The setting of the Sub-Committee will be organised to ensure that it is as welcoming as possible.
- Following introduction, the council official will summarise the strengths and areas for development within the report. The invitees will be invited to speak briefly to the report, focusing on sharing their plans for improvement and also describing the experience of inspection/review. Any local elected member(s) in attendance will also be invited to express his or her own views.
- The Chair will then invite questions from members of the Sub-Committee, based on the contents of the report and the comments of invited guests. The aim throughout will be to maintain a focused and high quality dialogue about the process and the contents of the report being presented, carried out in the context of support and challenge.
- Any issues raised from the report during the meeting which require further action will be highlighted and action agreed.
- Finally, the chair will draw the item to a conclusion, provide an appropriate summing up, and thanks to all those involved in the process.
- Following the meeting, appropriate letters will be issued to head teachers or managers summarising the conclusions of the meeting and highlighting positive aspects of the report/review.
- The Sub-Committee may request additional follow-up reports.
- The Sub-Committee minutes will normally be submitted to the next scheduled Sub-Committee meeting for approval. A decision requiring a major change in policy, or the allocation of additional (unbudgeted) funding, will be referred to the Education, Children and Families Committee for approval.

Additional Information on Education Scotland/HMIE visits.

HMIE is now part of Education Scotland. Education Scotland schedule a series of visits to schools and establishments each academic session. As schools continue to improve self-evaluation (ie. knowing themselves well and having greater capacity for improvement) the need for external review has been reduced. Education Scotland have therefore moved to a more proportionate approach. Previously schools were inspected as part of the generational cycle which for primary schools was every 7 years and for secondary schools every 6 years. This is no longer the case and the number of inspections being undertaken over an academic session has been reduced.

Currently, the City of Edinburgh Quality Improvement team undertake a follow through visit led by Quality Improvement staff which results in a report within 2 years of the initial Education Scotland inspection. If Education Scotland do not disengage from the school following inspection but plan to return either within 1 or 2 years, this would replace the follow through report by the local authority.

Local authority follow through reports are brought to the education, children and families standards sub-committee however the attendance of the Headteacher is not required unless an elected member wishes to specifically request the attendance of the Headteacher.

Education Scotland reports

These are now in letter form and in parent friendly language. They are structured under 3 main questions;

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How well does the school improve the quality of its work?

In addition, the school receive evaluation grades on a 6 point scale for **5 quality indicators**:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learners' needs
- 5.1 Curriculum
- 5.9 Self-evaluation

In primary schools where they have a nursery provision, there will be separate evaluations for nursery for 1.1, 2.1 and 5.3

The **6 point scale** is as follows:

Grade	Evaluation
6	Excellent
5	Very Good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

In the last paragraph of the report, Education Scotland will indicate if they will continue engagement with the school. This can be through a further visit with 1 or 2 years or further engagement through the Education Scotland Area Lead Officer who will work with the Quality Improvement Team to secure further improvements.

How well do children/young people learn and achieve?

This question focuses on attainment and achievement, including comments regarding progress of learners' in literacy and numeracy, the quality of learning and teaching including the involvement of pupils as active participants in their learning, and how children and young people are involved in planning and discussing their own learning. It will also focus on how children and young people are supported to develop their leadership skills.

How well does the school support children/young people to develop and learn?

This question focuses on meeting the needs of all children including those children and young people with additional support needs and on pastoral support. It also focuses on the curriculum; both curriculum planning at a strategic level and the quality of programmes and courses. It will also focus on how well learning and teaching approaches meet pupils' needs through eg. the pace and challenge of learning and how the planning of learning experiences allows learners to learn in different ways through different activities and approaches.

How well does the school improve the quality of its work?

This question focuses on leadership, quality assurance and self-evaluation. It will focus on how well a school's self-evaluation is leading to improvement, the development of leadership of staff, the effective engagement with a range of partners including parents and the school's capacity to improve further.

February 2014

Sub-Committee on Standards for Children and Families

10:00am, Wednesday 25 September 2019

Primary School Inspection at St Francis Primary School

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-committee is asked 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

Alistair Gaw

Executive Director Communities and Families

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Report

Primary Inspection at St Francis Primary School

2. Executive Summary

- 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. 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.

3. Background

- 3.1 In January 2019, a team of inspectors from Education Scotland and Care Inspectorate visited St Francis Primary School (Short model of Inspection). During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work:-
- The school's success in creating a warm and welcoming environment where everyone feels included and valued.
 - The school's approaches to recognising and celebrating children's achievements.
 - Children's participation in a range of out of class activities is supporting their self-confidence and sense of success.
- 4.2 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Raise attainment through high-quality learning, teaching and assessment at all stages.
- Develop approaches to teachers' planning of all curricular areas to strengthen the way in which the school can assess and track children's progress and improve attainment.

4.3 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/inspection-reports/edinburgh-city/5540925> and is included as an appendix.

4.4 Measures of Success

Inspectors gathered evidence to enable them to evaluate the school's work using 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.

Descriptions of the evaluations are available from How good is our school? (4th edition)

The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

1. Quality Indicator	Self Evaluation	Education Scotland Evaluation
2.3 Learning Teaching and Assessment	4 Good	3 Satisfactory
3.2 Raising attainment and achievement	4 Good	3 Satisfactory

4.5 Progress Made with Identified Areas of Development

Learning and Engagement

- The school vision and values permeate every aspect of school life and create a supportive nurturing ethos for all our school community
- Pupils enjoy coming to school and enjoy working together across a range of groups within and out with the classroom
- Staff at all levels are very nurturing in their approach to teaching and our children feel well supported and cared for

- The consistent use of visual timetables for individuals and classes supports learning and provides structure for the school day
- Staff are encouraged and supported to be creative in pedagogy leading to quality learning and teaching and motivated learners
- The Majority of pupils use 1:1 technology to enhance learning and teaching and this successfully supports the independent day programme at the second level.

Quality of Teaching

- The Majority of Learning and teaching is differentiated to ensure learners are supported and challenged (focus, core and challenge groups)
- Teachers are reflective practitioners who plan collaboratively to ensure learners voice and engagement
- All pupils can talk about where they are in their learning and engage in evaluating their learning through 1:1 learning conversations about literacy and numeracy
- Feedback is provided in almost all classes to support progress in learning
- Teachers use the learning and teaching toolkit to support planning learning and teaching. They share learning intentions and almost all involve the children in the creation of success criteria
- At the early level pupils benefit from free play and literacy and numeracy play-based learning
- Writing pathways across Curriculum for Excellence levels have been created to ensure a wide range of genre is included in the yearly plan.
- Our very successful number of the day has been developed to support home learning and weekly afterschool sessions provide support for targeted children to access this home learning activity

Effective use of Assessment

- Almost all staff use Heinemann Active Maths end of unit assessments
- All staff use weekly learning quadrants to review learning of the week, the previous week, the previous unit and the previous term
- Whole school holistic assessment is planned for twice yearly for numeracy and literacy within a purposeful context.

Planning, Tracking and Monitoring

- The monitoring and evaluating calendar allows us to gather timely views about our learning and teaching from learners, staff, families and partner agencies

- The school improvement process including the Scottish Attainment challenge has allowed school staff to plan for and measure successful outcomes for learners more effectively
- 'Wee HGIOS' surveys identified the uniqueness of our learning experiences in dance, performance, nurture and sports
- Staff have engaged in professional learning in numeracy and reading and the impact on classroom practice is recorded through learning and teaching sessions and collegiate activity time
- Shared classroom practice, learning walks, review of jotters and dialogue with children identifies strengths and next steps for both the learner and the practitioner
- Tracking meetings between senior leadership team and class

Attainment in Literacy and Numeracy

- Most learners at P1, P4 and P7 are making good progress from prior levels of attainment in numeracy.
- At P7 stage attainment in numeracy increased by 15%
- Most learners at P1 are making good progress in literacy
- At P7 stage attainment in writing increased by 16%

Attainment over time

- Across literacy and numeracy the school has raised attainment or maintained progress
- In Dance consistently high standards of attainment have been maintained with almost all pupils achieving a merit in their dance assessments.
- Almost all learners are motivated by science and participate actively in planning and carrying out experiments.
- Overall learners are making good progress from their prior levels of attainment.
- Introduction of individual trackers to support tracking of progress within a level

Overall Quality of learners' achievement

- Pupils' achievements are recognised and celebrated across the school, community and nationally using our Raising the Barre theme.
- Pupils engage with their lunch groups, wider achievement clubs, pupil focus groups, Head Teacher's Engagement Station and talk confidently about their achievements in and out of school
- At the second level our children can access a specialist dance class for ballet during the school day

5. Next Steps

- 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.
- 5.3 City of Edinburgh Education Officers will undertake a follow-through visit to the school within 2 years of publication of the Inspection report.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 The Inspection 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

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

9. Appendices

- 9.1 Appendix 1 Education Scotland letter and evaluations
- 9.2 Appendix 2 Summary of Inspection Findings

4 June 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited St Francis RC Primary School. 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.

- The school's success in creating a warm and welcoming environment where everyone feels included and valued.
- The school's approaches to recognising and celebrating children's achievements. Children's participation in a range of out of class activities is supporting their self-confidence and sense of success.

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

- Raise attainment through high-quality learning, teaching and assessment at all stages.
- Develop approaches to teachers planning of all curricular areas to strengthen the way in which the school can assess and track children's progress and improve attainment.

We gathered evidence to enable us to evaluate the school's work using 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 St Francis RC Primary School

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/edinburgh-city/5529522>

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. Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Guch Dhillon
HM Inspector



Summarised inspection findings

St Francis RC Primary School

The City of Edinburgh Council

4 June 2019

Key contextual information

St Francis RC Primary School is situated in the city of Edinburgh. At the time of the inspection, there were 215 children on the school roll. In 2017, 82% of children were living in an area with social economic challenges. In 2017, just under a third of children in P4-P7 are registered for free school meals, which is well above the national average.

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

- The school's vision underpins a nurturing ethos across the school and is supporting a positive climate for learning. This important strength of the school is considerably enhanced by the design and facilities of the school building. Staff work hard to create learning environments that enhance children's experiences. A range of open spaces facilitate collaborative working and children have involved in creating reading for enjoyment spaces such as 'house reading nooks' and 'class cosy corners'.
- From the pre-inspection Education Scotland questionnaire, the majority of children enjoy learning at school and feel they are getting along well with the school work. Teachers make appropriate and effective use of praise to build children's self-esteem and confidence. Evidence from class observations shows that most children are keen to learn and participate well in learning activities. They make good use of the 'learning pit' as a strategy when they are finding tasks or activities too demanding.
- While most children are willing learners and attentive during teaching, they are too often passive in their learning. Where given the opportunity, children are actively engaged in their tasks and respond well to thoughtful questioning. The latter needs developed for all children in order to stimulate high order thinking. In many lessons, activities lacked variety and stimulation. Staff need to ensure that children are more consistently engaged actively in the learning process. There is a need for senior leaders to be involved fully in their evaluation of children's engagement during lessons.
- In almost all classes teachers provide clear explanations and instructions. They share learning intentions and success criteria although these are of variable quality. In a few instances, children co-construct the success criteria that they then use to support self-assessment. In a minority of lessons, plenaries are well used to refer back to the learning intentions and success criteria. There is a need for more consistent approaches to effective learning and teaching strategies across the school.
- Teachers use a variety of approaches to assess children's progress in learning. There are a few examples of where assessment is done well and staff are adopting strategies reflected in the local authority 'Circle' document that is helping to meet the learning needs of children.

However, there is limited understanding of the use of assessment to support learning and teaching. In particular, assessment information gathered on an ongoing basis does not inform well enough the differentiation of tasks and activities to support children's progress. The headteacher should continue to support staff to use their toolkit to support professional dialogue to plan learning and teaching. Over-reliance by teachers on following set programmes and courses is inhibiting effective development of more formative approaches to teaching.

- Through formal and informal opportunities for moderation, teachers are beginning to develop confidence in their professional judgements about achievement of a Curriculum for Excellence level. These opportunities include working with stage partners within school and with colleagues across the cluster. There is a useful 'assessment and moderation' proforma that could act as the basis for teachers developing a clearer understanding of standards. However, there is limited understanding of the use and purpose of National Benchmarks. The headteacher should continue to support teachers in using these to help inform professional judgements about children's achievement of a level.
- Children are supported in identifying their strengths and next steps in learning through learning conversations with their teachers. Variability exists in learners knowing their strengths and next steps in learning. There are examples of these being highly individualised to the learning profile of each child and therefore we are asking for this to be shared more widely across the school.
- Overall, teachers have worked hard to create an environment that is positive and supports children's learning. There are positive relationships across the school where children feel valued and supported to achieve. A commercial professional learning resource designed for staff to reflect on their practice is helping them to try out new approaches to learning and teaching. However, a clear and shared understanding of what high quality learning, teaching and assessment looks like at St Francis RC Primary School is required. This will help to support effective self-evaluation of their practice.

2.1 Safeguarding and child protection

- 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.

3.2 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

- Curriculum for Excellence data was provided by the school for the last three years in both literacy and numeracy. During session 2017-18, almost all children at P1 and P7 and most children at P4 were attaining appropriate levels in listening and talking. Most children at P1 and P4 and the majority of children in P7 attained appropriate levels for reading. In writing most children in P1 and P4 and less than half of the children at P7 attained appropriate levels. For numeracy, almost all children in P1 and P4 achieved appropriate curriculum for excellence levels. For P7, the majority achieved the level. Senior leaders should continue to work on moderation to ensure reliability of data.

Attainment over time

- For both literacy and numeracy, there is an improvement in attainment at early level. There is no consistent trend of improvement at first or second level for both literacy and numeracy.
- Senior leaders now need to develop a systematic and strategic overview of attainment and progress over time so that they can demonstrate added value to attainment across all stages. While tracking and monitoring meetings take place regularly, the focus of these now need to move from reviewing standardised assessment scores to demonstrating how children are progressing through curriculum for excellence levels. It is important that progressive pathways are developed for all curricular areas and for these to be used as the basis for determining children's progress.
- There is scope for raising children's attainment across the school. More effective arrangements are required in monitoring and tracking progress, quality assurance, developing progressive pathways across the curriculum, and improving approaches to differentiation.

Literacy and English

- Overall, children are making good progress in listening and talking. Most are making satisfactory progress in reading and writing.

Listening and talking

- Overall, most children are making good progress in developing and applying listening and talking skills across their learning. Across the school, most children listen and respond to each other and the adults supporting their learning in a respectful manner. At the early level, most children listen to and follow their teachers' instructions in a class setting and are able to demonstrate their understanding through engaging with and undertaking a task. In small groups and other contexts, children should develop further turn taking skills avoiding interruption and share understanding and ideas with a wider audience. At the first level, most

children are demonstrating that they can take turns and contribute to discussion at the appropriate time and in an appropriate manner. They are not yet able to respond to a range of questions or to recognise the difference between fact and opinion. At second level, most children can communicate their ideas and views with confidence. They can respond to a range of literal questions but find it more challenging to respond to inferential and evaluative questions especially in relation to reading texts. Children at this level can describe a limited range of authors and their preferences. This includes authors they have met at a local event. The school should build on its approach to developing good listening and talking skills as part of a progressive pathway. There are some examples of how this is supporting children to become more effective learners across other areas of the curriculum.

Reading

- Interventions to promote enjoyment of reading are having a positive impact. Across the early level, a range of active learning activities provide the children with opportunities to practise their recognition of core vocabulary, knowledge of sounds and formation of letters. Teachers should continue to extend the range of children's experience of hearing stories and demonstrate the excitement of the world of fiction to support children's ability to read with expression and understanding and learn about sequence. Children are relying on a phonic approach to reading and this should be extended to link with the good opportunities for reading through active play sessions. At first level, the majority of children were able to identify the need to use phonics and build up a bank of tricky words but could not discuss a wider range of strategies to support decoding and analysing text e.g. use of context, picture clues and looking at the surrounding words. They also found it difficult to describe the differences between fiction and non-fiction without prompting. At first level most children read with fluency and appropriate tone, expression and pace. By P7 children are making personal choices with regard to their favourite authors and beginning to explain about the writer's style. Overall, children would benefit from developing their knowledge of skills such as skimming and scanning and higher order thinking skills. In order to develop further children's skills in reading, they would benefit from explicit teaching of reciprocal reading skills to focus on questioning, clarifying, predicting and summarising across a range of genre.

Writing

- Within jotters and writing samples, there is highly variable quality with regard to standards of presentation, handwriting and quality of writing content. The majority of children can include relevant ideas and information but could improve the logical presentation of information. A focus on planning for writing would enable children to be more successful. Across the school children have the opportunity to write across a variety of different contexts but within a limited range of genre. At the early level, children have opportunities to engage in meaningful activities in role play where there is a clear focus on literacy and building up their knowledge of making marks for meaning. They use some multi-sensory approaches and children have made a positive start in writing short sentences with appropriate finger spaces and full stops. This should be extended to allow the children to dictate and have their stories scribed in order to support them to create their own sentences. They should be given more opportunity to create their own creative stories and sentences rather than being restricted by using a phonically limited range of vocabulary.
- By P4 at the first level, children have opportunities to engage in extended writing tasks where they have a clear structure to support their understanding of scene setting, middle and closing off in imaginative writing. They have also focussed on character building and promoting descriptive language. Prior to this as part of the introduction to first level there needs to be more opportunities to engage in extended writing activities. There is scope to improve the quality of children's writing at second level. Children need greater opportunities to use language and style in ways which engage or influence their readers. For example,

children writing to persuade or writing imaginatively would benefit from applying the features of that chosen genre.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics is satisfactory. Most children at early and first level are making good progress. This positive start needs to be built upon to ensure children make the best possible progress through second level.

Number, money and measure

- At early level, most children can order numbers forwards and backwards within 20. Most children are aware of how money is used and recognise coins. At first level, most children identify the value of each digit in a whole number with three digits and add and subtract multiples of ten and 100 to or from whole numbers. Most children can round to the nearest ten and 100. Children are less confident applying mental agility skills to calculate total spend and change in money. Most children require more practice with fractions. Overall, the majority of children approaching the end of second level, have an understanding of place value, rounding whole numbers and can use the four operations to solve calculations. They require more practice in tackling multi step and word-based problems including with money. A few children are beginning to identify links between fractions, decimals fractions and percentages. Further work is required in this area to improve understanding. Children would benefit from developing their ability to calculate a simple fraction or percentage of a quantity. Most children understand the relationship between commonly used units of time and can carry out simple conversion calculations. Children require greater support in their mental agility and their ability to solve word based problems.

Shape, position and movement

- At early level, children are learning about and exploring the properties of 2D shapes. At first level, most children can identify and use appropriate vocabulary to describe features of 3D objects and 2D shapes. At second level, most children can describe and classify a range of angles.

Information handling

- At early level, children can create a simple pictogram. Children at first level are able to use tally marks and produce simple bar graphs. At second level, children can collect information through surveys and create pie charts. Most children can understand and use timetables. Children in P7 can use appropriate vocabulary of probability to describe the likelihood of simple events. Children would benefit from increased and relevant opportunities to analyse and display information, including through the use of digital technologies.

Overall quality of achievements

- Children are benefiting from taking part in a wide range of out of class activities. This is a positive feature of practice. Achievements out of school are also celebrated and shared. At assemblies, children are presented with 'Raising the barre' certificates and their photographs are displayed in the school hallway. They speak positively about their involvement in house teams and pupil focus groups allowing them an opportunity to lead improvements. Children develop their teamwork skills through pupil led focus groups such as 'Minni Vinnies', the school magazine, and performances. The school promotes and encourages children to participate in both street dance and ballet through the Dance Academy. There is evidence from those children that participate in this of the positive impact on their self-esteem and confidence. Children have achieved success in several local sporting competitions such as the 'Games at the Hub' volleyball championship. Performances and cross campus art projects are encouraging children's creativity. Pupil attendance at clubs, activities and their

participation in groups is tracked by school staff. Senior leaders should proceed as planned in identifying and discussing the skills children develop through their achievements.

Equity for all learners

- Ensuring equity of opportunity is a priority for staff. There is a clear understanding of the social, economic and cultural context of the school and the barriers to children's learning. The work undertaken to develop a nurturing school to support children's wellbeing was recognised through a national award.
- The school's pupil equity fund allocation is being use to provide additional pupil support assistants to support the development of literacy, numeracy and wellbeing. Monies are made available to enable child to access school trips and events, for example accessing the school dance curriculum, which help develop confidence and self-esteem. There is a need to ensure that there is clarity about the measures and outcomes from the interventions and that they are embedded within whole school quality assurance processes.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

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Sub-Committee on Standards for Children and Families

10:00am, Wednesday 25th September 2019

Primary School Inspection at St Ninian's Primary School

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Sub-committee is asked 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

Alistair Gaw

Executive Director Communities and Families

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Report

Primary Inspection at St Ninian's Primary School

2. Executive Summary

- 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.
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.

3. Background

- 3.1 In April 2019, a team of inspectors from Education Scotland and Care Inspectorate visited St Ninian's Primary School and Nursery Class. (Short model of Inspection). During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work:
- The headteacher's leadership of the school's and nursery's inclusive values, ensuring children and their families are supported well.
 - The approachable staff team who work together effectively to welcome parents and partners. The strong partnerships that lead to children feeling cared for and who enjoy learning.
 - Friendly children who are confident in their social interactions with one another, staff and visitors to their school.
 - The positive progress children are making in their learning through consistent approaches in the teaching of reading and English.
 - Engaging and energetic outdoor play experiences in the nursery that develop children's imagination and vocabulary and promotes their wellbeing.

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

- Continue to raise attainment and improve progress for all children in writing and numeracy.
- Share best practice to ensure consistency in high quality learning and teaching.

4.3 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/assets/inspectionreports/stniniansrcpsprimarysif250619.pdf>

4.4 **Measures of Success**

Inspectors gathered evidence to enable them to evaluate the school's work using 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.

Descriptions of the evaluations are available from How good is our school? (4th edition)

4.5 The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

1. Quality Indicator	Self Evaluation	Education Scotland Evaluation
2.3 Learning Teaching and Assessment	4 Good	4 Good
3.2 Raising attainment and achievement	4 Good	4 Good

Progress Made with Identified Areas of Development

There is a clear focus in the School Improvement Plan this session to ensure focus on these areas including the following:

4.6 **Continue to raise attainment and improve progress for all children in writing and numeracy.**

- Staff to attend James Clements training for teaching Writing
- School to take on 'Imagine Project' to improve engagement of pupils in writing experience and to raise attainment
- Sharing of best practice in writing with school and cluster colleagues
- Develop mental maths teaching and learning at all levels across the school
- Teach the language of maths particularly to EAL pupils

4.7 **Share best practice to ensure consistency in high quality learning and teaching.**

- The school has a robust plan for quality assurance in place.

5. **Next Steps**

- 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.
- 5.3 City of Edinburgh Education Officers will undertake a follow-through visit to the school within 2 years of publication of the Inspection report.

6. **Financial impact**

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

7. **Stakeholder/Community Impact**

- 7.1 The Inspection 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**

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

9. **Appendices**

- 9.1 Appendix 1 Education Scotland letter and evaluations
- 9.2 Appendix 2 Summary of Inspection Findings

25 June 2019

Dear Parent/Carer

In April 2019, a team of inspectors from Education Scotland visited St Ninian's RC 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.

- The headteacher's leadership of the school's and nursery's inclusive values, ensuring children and their families are supported well.
- The approachable staff team who work together effectively to welcome parents and partners. The strong partnerships that lead to children feeling cared for and who enjoy learning.
- Friendly children who are confident in their social interactions with one another, staff and visitors to their school.
- The positive progress children are making in their learning through consistent approaches in the teaching of reading and English.
- Engaging and energetic outdoor play experiences in the nursery that develop children's imagination and vocabulary and promotes their wellbeing.

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

- Continue to raise attainment and improve progress for all children in writing and numeracy.
- Share best practice to ensure consistency in high quality learning and teaching.

We gathered evidence to enable us to evaluate the school's work using 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 our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Ninian's RC Primary School

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	good
Securing children's progress	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 (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/edinburgh-city/5530326>

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.

Susan Gow
HM Inspector

Summarised inspection findings

St Ninian's RC Primary School and Nursery Class

The City of Edinburgh Council

25 June 2019

Key contextual information

The school serves a wide area in the north east of Edinburgh. The population consists predominantly of families whose first language is not English. At the time of the inspection the proportion of children attending the school who have English as an additional language is 65%.

2.3 Learning, teaching and assessment

good

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, children benefit from learning in an inclusive, supportive ethos. The positive climate across the school helps children to feel valued. The school values of being 'Ready to Learn, Respectful and Safe' are displayed in corridors and classrooms, with teachers making meaningful reference to these in most classes. Positive relationships are evident between staff and children. Across the school, teachers use a wide variety of interesting activities to create a purposeful learning environment. Play-based learning at the early level supports children to feel ready to learn.
- Most children are motivated and engage positively in their learning. They are respectful and listen carefully to their teachers and their peers. Most children are confident learners, working effectively in groups and pairs. In almost all lessons, learning activities and tasks are well planned and differentiated in order to meet the needs of learners. Children identify that they would like more choice within their learning. The school's plan to measure engagement and participation would allow teachers to evaluate the impact of increased opportunities for pupil voice and more choice.
- Most children are confident when discussing their learning and can identify their next steps. Visual displays of individual targets for children are helpful reminders of what children need to do to make progress in literacy, numeracy and health and wellbeing. In all classes, children are involved in planning aspects of their learning, especially in relation to interdisciplinary learning. Older children take on leadership roles within their class or within the school. There is scope to involve more children in leadership opportunities and to support them in understanding the skills they are developing through these roles.

Quality of teaching

- Overall, the quality of teaching is good, with aspects of very strong practice. Teachers are developing effective approaches to learning, teaching and assessment in order to improve children's learning experiences and raise attainment. This includes all staff participating in professional learning opportunities to ensure a structured approach to teaching reading and developing early numeracy skills.

- Teachers know their children well and implement teaching approaches to meet the needs of their classes. Clear instructions are given and checks for understanding are evident in practice. In a few lessons, effective questioning is developing higher-order thinking skills. This is not yet consistent across the school.
- Teachers use interactive whiteboards effectively. They provide a focus for direct teaching and consolidation of learning. In a few lessons, children use tablets well to support their learning. They are set challenge tasks in numeracy and mathematics using QR codes. The school should continue with its plan to use digital technologies more widely to support learners.

Effective use of assessment

- In almost all lessons, children understand the purpose of the lesson. In the best examples, children are involved in identifying what they need to do to be successful. Feedback on progress and next steps in learning is shared with children and parents through 'Sharing our Learning' workbooks. These workbooks, along with class learning logs, allow children to reflect on their learning and identify strengths and next steps.
- Teachers assess ongoing progress as part of daily learning and teaching. Assessment for learning strategies are evident in all classes, with teachers adapting lessons and providing support appropriately during learning experiences. The school's 'Learning and Teaching Toolkit', provides helpful guidance on the effective use of core strategies to support learning. Across the school, children would benefit from more thinking time.
- Assessment information is used effectively to identify and plan targeted interventions for children in literacy and numeracy in order to ensure progress. Ongoing observations, diagnostic, summative, and standardised assessments provide evidence of progress. Pupil support assistants provide effective support to individual learners and groups of learners. Teachers work together to develop holistic assessments. This provides appropriate opportunities for children to apply their learning. The range of assessment evidence, along with professional dialogue, is used well to inform teacher professional judgements regarding progress within a level and achievement of a level.
- A range of moderation activities takes place across stages, across levels and with other schools. Teachers are becoming more familiar with national benchmarks and are developing a shared understanding of progress. This has resulted in increased teacher confidence in making robust professional judgements about achievement of a level.

Planning, tracking and monitoring

- Teachers plan well together using the experiences and outcomes for all curricular areas. They plan collaboratively within levels and this supports progression through a level. Assessment opportunities are identified at the planning stage. Teachers identify that this collaborative planning is helping to share practice, support differentiation and develop a common understanding of progress within a level and achievement of a level.
- There are regular, planned opportunities for the senior leadership team and teachers to discuss and monitor the progress of all children across the school. Concerns around the progress of individual children lead to agreed action points and monitoring of any interventions. Tracking of groups of children who are facing additional challenges is in place and this supports the school in measuring the impact of any planned interventions. The progress of children who have English as an additional language is tracked and monitored carefully. This supports staff in identifying children who may have a barrier to learning.

- Children's progress within Curriculum for Excellence is monitored at agreed points throughout the session. The school's tracking system provides helpful information on progress in literacy and numeracy. Teachers are provided with a class overview of progress within Curriculum for Excellence. Using a range of assessment information and professional dialogue, teachers make predictions on whether children are on track with their learning, or if a targeted intervention is needed to ensure appropriate progress. As discussed with the headteacher, a next step is to track children's progress in all curriculum areas.

2.1 Safeguarding and child protection

- 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.

3.2 Raising attainment and achievement

good

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

- Overall children are making good progress in literacy and English, and numeracy and mathematics.
- Teachers make effective use of assessment and national benchmarks. Their approaches to moderation are increasingly rigorous and lead to more reliable teacher judgements about children's progress. Teachers should continue to collaborate through their level planning and challenge one another's judgements to ensure growing consistency and reliability. A few children at early and first level are making very good progress, including those who have English as an additional language. The school is addressing the slower rate of progress of children by the end of second level.

Attainment in literacy and English

- Overall, attainment in literacy and English is good. Across the school, most children are making appropriate progress but there remains a need to address a slowing of progress and challenge towards the end of second level. A few high attaining children are making very good progress and most children who have English as an additional language are making good progress overall. Children requiring additional support in literacy, are making appropriate progress.

Listening and talking

- Most children are making good progress in talking and listening. At the early level, most children listen attentively and follow instructions well. They listen carefully to instructions and work independently when asked. The nurturing approaches to early acquisition of language result in children making good progress in verbal communications. At first level, most children are developing confidence and share their views. They listen well to the views of others and know how to take turns when working in pairs. They respond well to literal questions about texts and give clear explanations for their answers. By second level, most children voice their opinions articulately and a few build on one another's ideas. They talk knowledgeably about a variety of books they have read.

Reading

- Overall, most children are making good progress in reading. They engage with a variety of fiction and non-fiction texts and make good use of class libraries. At the early level, most children apply a wide range of phonological awareness to read unfamiliar words and a growing range of vocabulary. They read with good understanding. At first level, most children read with confidence and tackle unfamiliar words. They identify and discuss their favourite authors and are now capable of being challenged through a broader range of reading experiences. They are developing skills in scanning for information. By second level, most children are developing skills in responding to comprehension questions about what they have read. They are motivated to read and keen to be involved in the recently refurbished school library. The

school should take forward its plans to continue broadening children's reading skills through book festivals and author visits.

Writing

- Attainment in writing is satisfactory. Overall, the majority of children are making good progress in writing. Children are supported effectively through the school's approaches to reading and spelling. Those who have English as an additional language, are supported very effectively and as a result are making appropriate progress. The school recognises the need to ensure high expectations are set for all children. At the early level, most children are developing confidence to write independently. The majority of children attempt to write simple sentences accurately, using capital letters and full stops. At first level, most children use an increasing variety of connectives and are developing writing skills for a growing range of purposes. At first and second levels, children set targets in writing and are developing an understanding of how to improve their writing. At second level, most children use paragraphs appropriately and apply a range of punctuation and imaginative vocabulary to engage the reader. Overall, the quality of children's written work needs to be consistently and further improved across the school.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good for most children at early and first level and for the majority of children at second level. Most children for whom English is an additional language are making good progress.

Number, money and measure

- Children at the early level, are developing a range of strategies to solve problems in different contexts. Those at first and second level, need to develop their skills in applying a wider range of mental strategies to handle basic calculations. At the early level, most children add and subtract within ten and confidently count and recognise numbers up to 30. Most children name and recognise coins up to a value of £2. Most children at first level sequence numbers and round numbers to the nearest hundred. Most children add and subtract three digit numbers accurately. Children are less confident in calculations which require more than one operation especially those relating to handling money in a real life context. Most children accurately estimate and measure lengths and, with support, most calculate the perimeter and area of a regular shape. At second level, the majority of children are confident in simplifying fractions and can sequence numbers, including those with a negative value. The majority of children compare the properties of different rectangles. Children are less assured in calculations involving decimals.

Shape, position and movement

- Most children are developing their understanding of 2D shapes and 3D objects. At the early level, most children recognise and comment on some of the features of 2D shapes. They are developing their understanding of positional language through play. Children at first level identify a range of 2D shapes and 3D objects in everyday life. The majority of children demonstrate the ability to follow directions using appropriate signs, angles and compass points. Most children working at first and second level have a clear understanding of lines of symmetry. In exploring shape, children working at second level would benefit from opportunities to revisit, consolidate and embed earlier learning about angles. At second level, the majority of children solve simple algebraic equations.

Information handling

- Children are developing skills in gathering and presenting information. Most children working at early level gather and sort objects according to simple criteria. At first and second levels, most children are aware of different ways to present information. They display information using tally marks, pie charts and bar graphs. At second level, the majority of children draw conclusions

based on information gathered and displayed. There is scope for children to develop their skills in the gathering, organising and presenting of data through using digital technologies.

Attainment over time

- Data presented by the school, demonstrates the majority of children are achieving appropriate Curriculum for Excellence levels in reading, writing, listening and talking and numeracy and mathematics. There are signs that the systematic and structured approaches to early acquisition of language and numeracy are having a positive impact on increased progress for children at early and first levels. The headteacher makes effective use of tracking and monitoring of children's progress to ensure they are well supported in their learning. Teachers work well together to implement effective approaches consistently across the school. They challenge one another's judgements and are developing confidence in the use of benchmarks and holistic assessment. The school is well-placed to continue to raise attainment.

Overall quality of learners' achievement

- The school promotes an ethos that values and celebrates children's achievements within the school and the wider community. Children's achievements are captured and displayed prominently around the school and celebrated in school assemblies. Social media is used to good effect to publicise and share activities and successes with parents.
- Children speak positively of the opportunities they have which allows them to extend their learning and achievement beyond the classroom. They are increasing their understanding of social issues and their responsibilities as caring citizens through local and international charity efforts. Through recycling and 'food to the table' projects children are increasing their understanding of environmental issues. This is acknowledged with the school receiving ECO Green Flag and Fairtrade status.
- Within the school's house system, children assume the roles of captains and vice-captains. The school's Young Leaders programme allows children to take responsibility and apply their skills and interests in a number of roles including as digital leaders. Children contribute positively to the wellbeing of others. They are developing an understanding of the World of Work and the skills of learning through STEM related activities, and career focused events.
- Children access a range of clubs offered by staff and the Active Schools coordinator. This is enabling children to widen their interests and develop their skills. Children in P7 are developing confidence, self-esteem and social skills through the school's health week and residential excursion. Maintaining an overview of participation in activities will support staff in targeting those children who may be at risk of missing out.
- Moving forward, more children would benefit from being actively involved as leaders. This would enable them to take roles with increased responsibilities and to build on the skills they develop. There is scope to explore the options for more formal accreditation for the contribution which children are making to school life and beyond.

Equity

- The headteacher and staff know children and their families very well. All staff work closely together to provide high quality support leading to children achieving success. Barriers to learning are targeted through effective use of the Pupil Equity Funding (PEF). The school's work is having a positive impact on outcomes for children who need help to overcome barriers to their learning. This has been particularly successful in addressing the teaching of reading. The development of the 'Adventure Room' is providing children at the early level and start of first level with opportunities to apply skills in talking and listening, through play. Targeted interventions support children and their families effectively. Staff are successful in ensuring

children whose first language is not English are making good progress. The school is successfully raising attainment for all children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

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Sub-Committee on Standards for Children and Families

10:00am, Wednesday 25th September 2019

Primary School Inspection at Brunstane Primary School

Item number
Executive/routine
Wards
Council Commitments

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

Alistair Gaw

Executive Director Communities and Families

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Report

Primary Inspection at Brunstane Primary School

2. Executive Summary

- 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. 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.

3. Background

- 3.1 In February 2019, a team of inspectors from Education Scotland and Care Inspectorate visited Brunstane Primary School and Nursery Class. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work:-
- The leadership of the headteacher and his success in raising the profile of the school and nursery in the community.
 - The development of the curriculum and successful links with partners and cluster schools.
 - The inclusive learning environment and individualised support for children leading to their readiness to learn.
 - Confident children who are welcoming to visitors and talk positively about their learning experiences.
 - Effective teamwork amongst staff and their willingness to develop professional knowledge leading to positive experiences for children.

- The newly refurbished playrooms and expansion of high quality nursery provision.
- The following area for improvement was identified and discussed with the headteacher and a representative from The City of Edinburgh Council.
- Increase expectations and streamline targeted interventions to raise attainment for all children.

4.2 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/inspection-reports/edinburgh-city/5540925> and is included as an appendix.

4.3 **Measures of Success**

Inspectors gathered evidence to enable them to evaluate the school's work using 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.

Descriptions of the evaluations are available from How good is our school? (4th edition)

The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

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

3.1 Ensuring wellbeing, equality and inclusion	4 Good	4 Good
3.2 Raising attainment and achievement	4 Good	4 Good

4.4 Progress Made with Identified Area of Development

- School and nursery have a wealth of appropriate interventions that are well matched to children's needs.
- Interactions of pupil support assistants & nursery staff within targeted interventions are warm and supportive in key areas of literacy, numeracy & HWB.
- Suites of targeted interventions in school and nursery are improving outcomes for children.
- Staff have a growth mindset in their approach to meeting the needs of their children and attend relevant CPD courses & read up to date literature. This knowledge is used to further underpin practice and enhance the learning & teaching toolkit. Staff are also skilled in supporting other colleagues in sharing knowledge. This is also shown in a more structured way through e.g Book Club & RAFA projects.

5. Next Steps

- 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.
- 5.3 City of Edinburgh Education Officers will undertake a follow-through visit to the school within 2 years of publication of the Inspection report.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 The Inspection 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

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

9. Appendices

9.1 Appendix 1 Education Scotland letter and evaluations

9.2 Appendix 2 Summary of Inspection Findings

30 April 2019

Dear Parent/Carer

In February 2019, a team of inspectors from Education Scotland visited Brunstane 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.

- The leadership of the headteacher and his success in raising the profile of the school and nursery in the community. The development of the curriculum and successful links with partners and cluster schools.
- The inclusive learning environment and individualised support for children leading to their readiness to learn.
- Confident children who are welcoming to visitors and talk positively about their learning experiences.
- Effective teamwork amongst staff and their willingness to develop professional knowledge leading to positive experiences for children.
- The newly refurbished playrooms and expansion of high quality nursery provision.

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

- Increase expectations and streamline targeted interventions to raise attainment for all children.

We gathered evidence to enable us to evaluate the school's work using four 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 our evaluations to keep track of how well Scottish schools are doing.

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

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	satisfactory
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 for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	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 (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/edinburgh-city/5521629>

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.

Susan Gow
HM Inspector

Summarised inspection findings

Brunstane Primary School

The City of Edinburgh Council

30 April 2019

Key contextual information

Brunstane Primary School is located in the north east of the City of Edinburgh and serves a mixed catchment with an area of high deprivation.

1.3 Leadership of change

good

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 headteacher has successfully raised the profile of the school within the wider community. He demonstrates strategic leadership and has high aspirations for all children. He is proactive in working with partners and the community to ensure the school meets the needs of children and families. The headteacher has successfully developed a positive ethos and culture of improvement in the school. The school's work is supported well by staff in promoted posts. Staff feel confident to initiate and implement change and work effectively together to sustain the inclusive values of the school.
- The headteacher led the review of the school's vision and values to ensure they continue to meet the needs of the children and the community. The school vision and the values of respect, community, ambition and creativity are visible across the school. Staff consulted children and families in this process. All staff demonstrate a commitment to the vision and values and have a shared understanding of how they impact positively on children's learning. Collaboration across the cluster school group is strong, with the headteacher leading the specific workstream of moderation. Former pupils now at the associated secondary school provide literacy support in Brunstane classes while simultaneously modelling successful learners. This is part of the school's drive to raise aspirations.
- All staff understand the school's social, cultural and economic context and recognise factors that impact on children's attainment and achievement. Senior leaders strive to ensure all staff have a detailed knowledge of individual children, their families and the local community context. Staff demonstrate strong teamwork and commitment to ensuring appropriate support for learners. They are developing their use of a range of data to inform and plan interventions to raise attainment and meet children's needs.
- The school's self-evaluation approaches inform the school improvement plan. This focuses on a small number of appropriate priorities, agreed by staff. Teachers demonstrate an increasing ownership of the plan. A range of self-evaluation systems are in place to audit the work of the school with a clear focus on raising attainment in literacy and numeracy. The wide range of interventions to support children's wellbeing, show early signs of positive impact for children. The school should now bring forward its plan to increase the emphasis given to health and wellbeing. Feedback to staff from monitoring of observations in class is supportive and guides teachers towards strategies to improve teaching. Senior leaders now need to support improvements by offering more challenge in their monitoring and evaluation activities with a

clear focus on expectations. This will help to raise consistency in the standard of children's work.

- Senior leaders encourage teachers to undertake leadership roles linked to school improvement. Teachers' opinions and ideas are valued and the senior leadership listen and respond to their contributions. Staff speak positively about opportunities they have to engage in professional learning. The headteacher initiated the idea of the 'Brunstane Book Club' for staff. Teachers are enthusiastic about this and engage well with professional reading. They are developing knowledge in measuring the impact of interventions on outcomes for children. Teachers and senior leaders use data to influence policy and practice across the school. Senior leaders now need to ensure that professional learning is leading to raising attainment for all children.
- Children speak positively about their opportunities to engage in the life of the school through the pupil parliament. They have a good understanding of their role in these groups and how this relates to the work of the school. The school should take forward its plan to further develop children's voice and their skills in self-evaluation.

2.3 Learning, teaching and assessment

good

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, the positive relationships created by staff lead to a learning environment where most children are motivated to learn and are well-behaved. Teaching is supported well through teachers implementing the school's learning and teaching toolkit. Overall, most children respond promptly to the direction and instructions of their teachers. There is evidence of good practice where teachers use questioning very effectively. They structure their lessons successfully and ensure children engage fully. In the best examples children are provided with increased challenge and work with a growing level of independence. Teachers now need to ensure appropriate pace and challenge for all children. They should increase opportunities for children to explore depth in learning through an enquiry based approach.
- Teachers provide a good variety of active learning opportunities and use interactive white boards skillfully to engage children. In most lessons, learning intentions and steps for success are shared with children at the start of each lesson. In the majority of lessons, children take an active role in co-constructing success criteria to support their learning. However, a few children are not clear about the purpose of their learning. There is scope to develop higher order thinking skills and children's understanding of themselves as learners.
- In the majority of lessons, children experienced planned opportunities to develop their learning through collaborative approaches to learning. Across the school, there are examples of children making choices in aspects of their learning. There remains headroom to improve this further and children would welcome this opportunity.
- Children have regular opportunities to use digital technology in their learning. At the early level, children use a visualiser to talk about what they are learning. All children use tablets and those working at second level are using them increasingly to support writing. For children with additional support needs, digital technologies are used well to help them access the curriculum. Digital technology should now be used increasingly to support learning in mathematics.
- Staff are beginning to make use of national benchmarks along with the experiences and outcomes. They have a shared understanding and use assessment information to inform their judgements. The assessment framework supports them to make best use of a range of assessments to inform professional judgement. Assessment should now be linked more clearly to planning for learning and teaching.
- Teachers provide feedback to children through the use of comment slips and learning discussions. However, the school's approaches to feedback for children about their learning is too variable. Teachers should take greater account of the extent to which feedback is enabling children to form a clear understanding of their next steps in learning. Teachers have

identified key milestones at which to assess children's learning. They should continue to profile children's progress, taking full account of their prior learning.

- Senior leaders have regular learning conversations with groups of children and these should now centre more on aspects of pupil progress and attainment. More effective use could be made of the learner's journey jotter to set appropriate targets and effectively track progression in children's learning. Most children are proud of their school. All are beginning to have the opportunity to have their voice heard through their pupil parliament.
- Teachers have developed the curriculum well and have a coherent system to plan for children's learning. Children and teachers are involved in evaluating learning and teaching on a weekly basis. Staff work collaboratively to develop engaging and motivational approaches to learning and teaching and to observe each other. More regular opportunities for professional dialogue with senior leaders would help guide consistency in progression and depth in children's learning.
- The school has developed a comprehensive tool for tracking and monitoring and information is collated from a variety of sources at termly assessment reviews. Regular dialogue with senior leaders will ensure that robust and reliable assessment information is interrogated, leading to confident judgements about children's progress.

2.2 Curriculum: Learning pathways

- The headteacher and staff have created a comprehensive curriculum document which provides a strategic overview of a shared understanding of the purpose and design of the curriculum. The curriculum is designed to deliver the best outcomes for children and reflects the school's unique context well. A wide variety of aspirational opportunities and experiences are planned for and provide rich and positive experiences for every child ranging from how to use cutlery to running a business. The development of the curriculum has recently been enhanced by the newly devised learning and teaching toolkit which is beginning to be used to support learning for sustainability.
- Staff are increasingly familiar with grouping experiences and outcomes for all curricular areas to plan children's learning. The school's 'curriculum bundles' provide progressive pathways with a mix of interdisciplinary learning and discrete subject areas. The learning pathways help structure the next planning block for staff and provide support for children to build on prior learning. There is a clear focus on developing skills of literacy, numeracy and health and wellbeing across the curriculum. These should now be used more effectively to assess progress in learning. Staff should now ensure that there is an increased emphasis placed on assessing writing and health and wellbeing.
- Staff are beginning to relate children's learning to the world of work. Senior pupils are enthusiastic about their college partnership through which they are able to develop a range of skills supporting them to become confident individuals and responsible citizens. They feel more mature and that they are becoming better role models. The newly established pupil parliament is providing a context in which children are being increasingly encouraged to demonstrate a wide range of skills such as problem-solving and collaboration. There are well-planned opportunities to share learning with parents. The school plan to further promote pupil decision-making and leadership roles across the school.

2.7 Partnerships: Impact on learners – parental engagement

- The school recognises that parents and families are key partners in their drive to raise attainment and achievement, improving life chances for all children. Parents value the information on their child's progress in learning that they receive at parents' evenings. Children enjoy sharing their learning with parents regularly invited into school to celebrate whole school interdisciplinary (IDL) work. The school makes use of social media platforms to communicate with parents and celebrate achievements in particular. Parents would welcome increased communication with the suggestion of a school app to facilitate easy access to key information. This would in turn allow them to provide more appropriate support and consolidation for their child's learning in the home environment. There is scope to increase the numbers of parents actively involved in the life of the school, including involving parents more in approaches to self-evaluation. Overall parents are positive about the work of the school.
- The school is proactive in supporting families to improve outcomes for learners in a number of ways. This includes effective partnership working with Edinburgh College which resulted in parents gaining further qualifications and employment. Parents value the peer support and learning available through the school's coffee mornings.

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

good

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

- The school has a strong, inclusive ethos where children are encouraged to develop a positive attitude to learning, have respect for others, and to succeed in a growing range of achievements. Children speak with confidence about the importance of the school's values. They value being involved in family groupings and leading aspects of the school's work. They show a developing understanding of how they should respect one another and demonstrate this through positive behaviours and learning. The appropriate emphasis placed on resilience and involvement of children in developing classroom charters, is leading to them beginning to self-regulate and resolve situations and incidents of conflict.
- Wellbeing of children, families and staff is valued and understood by the school and the range of partners linked to supporting children and their families. Collectively, they implement approaches to Getting it Right for Every Child (GIRFEC) through Curriculum for Excellence interdisciplinary learning and events to involve families. The appropriate focus on wellbeing is supported through curriculum pathways and class lessons. The school is making good progress in supporting children in their understanding of growth mindset and rewarding effort in applying skills linked to the school values. Staff should now consider how regular opportunities for focused discussions about children's progress in wellbeing are helping develop children's skills of reflection. There is headroom for further development in children's understanding of wellbeing and their empathy for others. Children are well informed about initiatives such as developing resilience. The school should continue to focus on its development of resilience and building self-esteem ensuring this leads to all children feeling confident about their learning and positive about being in school. The continuous focus on improving wellbeing throughout the school is leading to positive outcomes for most children.
- The headteacher and staff work tirelessly in their approaches to ensuring all children are included. There are no exclusions in recent years. Staff's understanding of barriers to learning is a strength of the school. Diversity is recognised and children's understanding is developed through the curriculum. The school has well-established self-evaluation systems and recognises the need to tackle prejudices and discrimination. Staff, parents and partners should evaluate the impact of the curriculum for health and wellbeing together with the revision of the equalities policy to ensure equalities are understood and promoted by all. Building on the positive outcomes arising from the school's self-evaluation work, all children are included in family groups that focus on various aspects of the Pupil Parliament. This will further strengthen opportunities for children to lead in school improvements.
- The school fulfils its statutory requirements. Individual children's plans increasingly involve children, parents and staff effectively in their development, implementation and review. The teamwork of staff is leading to the needs of most children being met within the classroom setting.

- Staff work effectively with a wide range of partners. They implement a wide range of interventions to support children who require high levels of additional support in their learning. The progress of children with additional support needs is monitored systematically. Information about children's progress should now be streamlined and the success of interventions evaluated regularly through rigorous professional dialogue.
- Professional learning is valued by staff. Their commitment to professional learning has developed a clear understanding of how social and emotional barriers impact on children's learning. The school should now take forward universal approaches to developing nurture principles. This should be developed further and evaluated to inform future priorities for the use of Pupil Equity Funding (PEF).
- Most children, staff and partners are proud of the school and identify positively with its values and achievements. Staff are committed to supporting children and one another in providing a caring environment for children. The school's approaches to developing classroom charters focus on the importance of being respectful. These approaches are becoming increasingly consistent and implemented by most staff across the school. The school should continue to improve consistency in positive behaviour management approaches and ensure that these are understood fully by children, staff and parents. The school should consider developing a clear understanding of children's rights to develop their responsibilities towards one another. Overall, relationships between staff and children across the school are positive. The school's system for tracking of bullying incidents helps identify recurring issues as they arise. The school should consider ways in which to further promote anti-bullying through the pupil parliament and Parent Council.

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

- Overall attainment in literacy and English and numeracy and mathematics is satisfactory. There is a clear focus on raising attainment across the school. Senior leaders and staff track children's progress in literacy and numeracy to ensure that children are making expected progress. The school needs to ensure that its strategy to raise attainment gives clear guidance to teachers around expectations for learners ensuring that staff have an understanding of progression across the levels. This will support staff to raise expectations of what children are capable of achieving.

Attainment in literacy and English

Listening and talking

- Overall, attainment in listening and talking is good. In 2018 most children at P1 and P4 achieved appropriate levels. By P7, the majority of children achieved second level. Across the school, children are developing their understanding of the Scots language. At the early level, most children give brief responses when asked questions. They willingly offer their views and opinions when talking with a partner. At first and second levels, most children listen well during lessons and most offer spoken contributions clearly through random selection. Most listen well and would benefit from a wider range of challenging, higher order questioning. The school recognises the need to develop consistent approaches to assessing children's skills in talking and listening.

Reading

- Overall, attainment in reading is satisfactory. In 2018, the majority of children achieved appropriate levels in reading. At the early level, children recognise a growing range of initial sounds. They read simple texts and apply their phonological awareness to attempt new words. At first level, the majority of children are reading novels with growing confidence. However, their comprehension is less secure as unfamiliar vocabulary hinders fluency and understanding of the content. At second level, a few children read regularly for pleasure. They speak confidently about books they have read and enjoy researching topics from factual sources. Across the school, children now need more effective support in developing skills through reading a wide variety of texts that are well-matched to children's skills and progress.

Writing

- Overall, attainment in writing is weak. The majority of children achieve national standards. However, at P7 fewer than half achieved second level. The teaching of writing requires an increased focus to ensure improvement across all levels. Teachers should now work together to set and agree high standards of presentation and handwriting. At early level, children are not yet sufficiently skilled in the formation of letters. A few are developing confidence to copy a simple sentence and most require their ideas to be scribed. At first level, children plan their ideas for writing but too few use their plans effectively enough to produce continuous pieces of a good quality writing. At second level, most children have a knowledge of punctuation but do

not apply this in their hand written work. Overall, digital technologies support children in their writing but more time needs to be given to effective feedback so that children know what they need to do to improve. Staff now need to provide a broader range of experiences to ensure children are skilled a wider range of genre.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy is satisfactory with the majority of children achieving national standards. Children at second level are insufficiently skilled across the maths and numeracy curriculum. Teachers should ensure there is appropriate breadth of experiences which will support children to develop the range of skills necessary.

Number money and measurement

- At early level, the majority of children count forwards and backwards within 20. A few add and subtract mentally within ten. The majority of children identify coins up to £1. They link daily routines and personal events to time sequences and name the days of the week in sequence. At first level, the majority of children solve addition and subtraction problems with three digit whole numbers and identify a range of strategies to support this. They confidently round whole numbers to the nearest 10 and 100. The majority of children apply strategies to determine multiplications and division strategies. They tell the time using half past, quarter past, quarter to and o'clock. At second level, the majority of children identify and describe the value of numbers up to 100 000. They convert between equivalent forms of common fractions and link percentages to fractions. Across the school, most children would benefit from increased opportunities to apply their numeracy skills in a variety of contexts focusing on multi-step problems.

Shape position and movement

- At early level, the majority of children understand and correctly use language of position and direction. They recognise common two-dimensional shapes and three-dimensional objects. At first level, the majority of children use mathematical language to describe the properties of two-dimensional shapes and three-dimensional objects. At second level, the majority of children use mathematical language to describe and classify a range of angles identified within the environment. They do not yet have sufficient knowledge of vocabulary used to describe two-dimensional shapes and three-dimensional objects.

Information handling

- At early level, the majority of children collect and organise objects for a specific purpose. At first level, the majority of children use a variety of different ways to display data including pictograms and bar graphs and include a suitable title and labelling of both axes. At second level, children would benefit from increased opportunities to use their information handling skills across the curriculum. The increased use of digital technologies will support this.

Attainment over time

- In recent years, the school has been successful in raising attainment from a low baseline level. Teachers are continuing to develop their skills in assessing children's progress and achievement, through the recently introduced 'assessment jigsaws'. They use a range of assessments including standardised assessments to support professional judgements on children's progress. Senior leaders and teachers discuss children's progress and identify interventions to support their learning. The headteacher recognises that further agreement with staff on shared standards and expectations will continue to improve attainment over time.

Overall quality of learner's achievements

- The school uses its unique context and curriculum rationale to plan opportunities for achievements across the school. Senior leaders work with partners to provide opportunities for children to engage in sporting activities after school focusing on targeted year groups. Staff create a range of experiences and activities for children to participate in. Staff plan and track children's skill development activities across the year. This ensures a breadth of experiences for children across their time in school. Teachers should develop tracking achievements to include opportunities for out of school achievement. This would support the planning of activities at a school level and avoid any duplication.
- Staff develop children's leadership skills through the pupil parliament and 'school families' introduced across the school. Staff facilitate a range of groups to focus on school improvement priorities and the wider life of the school. Teachers worked collaboratively with P7 children to agree priorities for groups. Staff should now focus on increasing opportunities for children to continue to develop their leadership skills. This should involve the use of target setting so children have the skills to take increased responsibility for their learning.

Equity

- Staff have a clear understanding of the varied barriers children have to learning and provide interventions to address individual children's needs. There are a wide range of interventions in place to support this. Senior leaders should now ensure that these interventions are streamlined and are robustly measuring the impact for children over time.
- The headteacher identified a number of interventions to support closing the attainment gap. These focus on raising attainment, improving attendance and increasing participation and engagement. He uses PEF effectively. The appointment of development officers to lead the school's five key areas of improvement is relevant to the school's context. Each member of the team has a clear remit focusing on key elements of the PEF plan. The headteacher should continue to monitor the impact of these role and ensure there is clear evidence of improved outcomes for children.

Choice of QI: 2.4 Personalised Support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff provide a caring learning environment to ensure children feel valued. They have a clear understanding of the socio-economic context of the school. They know children well and are responsive to their needs. They offer good quality universal support that allows children to benefit from differentiated tasks and activities which provide appropriate support and challenge in lessons. A range of approaches are in place across the school to build resilience in learners. The resulting increased confidence of children when they represent their school community and during transition events, is clear to cluster headteachers.
- The 'Brunstane Book Club' supports the professional development of staff effectively. Teachers are building capacity across the school to meet the wide range of needs including autism and dyslexia. Staff collaborate well together using an anonymised case study approach to support each other in finding strategies to meet needs. These increasingly supportive peer relationships provide a strong foundation on which to continue to build a developing inclusive ethos. Staff have a growing knowledge of the nurturing principles. This should now be developed further to encompass a whole-school nurturing approach. Implementing these principles across the school community will further develop an inclusive ethos. This should be taken forward as staff continue to develop a shared understanding of their key role in supporting wellbeing.
- The school provides a wide range of intervention programmes, many supported by caring pupil support assistants, in the key areas of literacy, numeracy and health and wellbeing. Specific curricular programmes also support behaviour and wellbeing. Senior leaders monitor, track and regularly review the progress of all children with additional support needs with a particular focus on protected characteristics and vulnerable groups including young carers. Impact is individually tracked and measured.
- Class teachers should now work more closely with promoted staff to ensure a co-ordinated approach to planning for individual children. The school should consider streamlining the wide range of interventions to ensure that there is a clear rationale for individual interventions related to health and wellbeing. It should review its approaches to assessing and planning for health and wellbeing needs to ensure that interventions are well matched to the child's key barrier to learning. Individualised targets well aligned to key life skills will support a coherent approach to meeting needs in an inclusive learning environment.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

Summarised inspection findings

Brunstane Primary School and Nursery Class

The City of Edinburgh Council

30 April 2019

Key contextual information

Brunstane Primary school nursery class is situated within the campus of Brunstane Primary, Edinburgh. It serves the area of Brunstane and Portobello in Edinburgh and provides early learning and childcare for up to 96 children age three to those not yet attending primary school during term time. The nursery class operates from a separate building within the school grounds with access to a large dedicated outdoor space. At the time of the inspection there were 64 children attending on a full time basis. Over the past academic year, the nursery has undergone considerable expansion and refurbishment to accommodate increased numbers. The team of leaders, practitioners and support staff has therefore also grown to support this expansion.

1.3 Leadership of change

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 nursery class recently reviewed its vision, values and aims alongside the primary school. This involved consultation with stakeholders to gain their views. The vision includes creating a 'safe, welcoming, inclusive and nurturing ethos for all learners'. The values of 'respect, community, creativity and care' are attractively displayed throughout the nursery and adapted well to enable children to engage with them. The team continue to build on this positive start to exploring their values with children and families in a meaningful way.
- The nursery team has recently undergone considerable expansion in line with a move to full time provision for larger numbers of children. This development has been ably led by the leadership team. It has resulted in the newly formed team working well together and providing each other with good support. Practitioners demonstrate a collective commitment to continuous improvement and to providing all children with quality early learning experiences. They take advantage of professional learning opportunities to deepen their thinking and improve practice. As a result, they are beginning to establish approaches to improvement and early learning that are underpinned by current thinking and research. Leadership at all levels is also beginning to be developed and nurtured. Practitioners take forward particular aspects of nursery improvement, according to their professional interests and strengths. As these newly established roles continue to develop, it will be important to evaluate their impact on children's learning and progress. It will also be useful to link these roles more closely to the nursery's priorities for improvement and to raising attainment.
- The nursery class is well led by the headteacher and the leadership team. They have high expectations for the service they provide and have responded positively to change and challenge. A clear rationale for improvement priorities supports well-judged decisions which benefit children and families. For example, children have access to a high quality learning environment as a result of improvement work. Identified priorities take account of the necessity to have a brisk pace of change and to ensure consistency of expectations. It will now be important to build on this good practice. We have asked that the team continue to streamline

their approaches and supporting documentation relating to their improvement journey. This will support practitioners to focus more closely on the main priorities that will have the greatest impact for children and to evaluate accordingly.

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 of the nursery is warm, welcoming and caring. Children are settled within the playroom and quickly find learning tasks to interest them as they arrive each day. They are valued by practitioners who support them to feel safe, secure and relaxed as they learn through play. As a result, children are becoming confident individuals and successful learners. They are motivated by the very attractive and interesting learning environment both indoors and outside. The wide range of carefully planned learning resources and experiences help children to take an active role in their learning. They make choices about where they would like to play and most sustain their concentration well for chosen tasks and small group work. Regular access to outdoors and use of local natural spaces for outdoor learning is also building children's self-esteem and confidence. They are developing their independence well and are encouraged to be responsible throughout their play and routines. As planned, the team should continue to build on their use of real-life learning contexts to support children's developing skills.
- Practitioners have a good understanding of child development and demonstrate responsive, supportive relationships with children. The team is led well in developing their approaches to delivering quality early learning. As a result, they have been successful in creating a positive climate for learning and achievement. The flexible structure of the day allows children time and space to follow their own interests. Practitioners know children well as individuals and tailor their interactions appropriately in order to support their learning. They interact in a way that is sensitive and promotes children's confidence in themselves. The team continue to build on their good use of skilled questioning to extend children's thinking. They recognise that this is an area that will benefit from improved consistency. The use of digital technologies to enhance children's learning should also be developed further.
- Practitioners know children well as individuals and increasingly as learners. Children who require support with their learning or face additional challenges benefit from tailored and targeted approaches. Observations of children's interests are used as a stimulus for planning which allow practitioners to be responsive. Children are supported to ask questions and share their ideas. Practitioners recognise that approaches to responsive planning should continue to be developed in order to provide increased depth in learning. The nursery team plans to extend these approaches to increase children's involvement and awareness of themselves as learners. Children would benefit from more opportunities to discuss their own learning and reflect on their achievements.
- Regular, good quality observations of children's learning and experiences are included in their electronic learning journals. Parents have electronic access to these and make valuable comments and contributions. In the best examples, observations are informing assessment of children's learning across the curriculum and leading to next steps. Practitioners continue to

build their skills in observing children's learning and consistency across the newly formed team. They recognise that they need to build on the current good practice so that observations are closely focused on children's learning. It will also be useful to continue to enhance arrangements for discussing and recording children's progress. The 'learning cycle' continues to be a focus for development which will help them to achieve these desired aims.

2.2 Curriculum: Learning and developmental pathways

- The nursery's curriculum is well-matched to the needs and developmental stages of children. It is firmly based on play, supported by skilled adult interactions. Their curriculum framework is developing as practitioners continue to deepen their shared understanding of play-based pedagogy. The experiences and outcomes of Curriculum for Excellence are used to plan a wide range of learning opportunities for children. In order to ensure curriculum delivery takes full account of children's needs and stages of development, the 'Pre Birth to Three' curriculum could be further explored.
- Well considered literacy interventions are supported by practitioners who promote an ethos of storytelling, talking and listening within a rich literacy environment. Children share their love of books and story time sessions openly and are motivated to explore books and tell stories independently. Professional dialogue about these sessions will continue to build confidence within the team about the importance of this aspect of their curriculum.
- As planned, practitioners and senior leaders should now build on their use of national practice guidance 'Building the Ambition' to continue to enhance their approaches to children's wellbeing.
- Practitioners make good use of the community to enhance children's experiences. Accessing the schools wider community partnerships and citizenship groups such as Eco Warriors, would encourage children to make links between the skills they are learning within their nursery community, and those they need for future learning and life.

2.7 Partnerships: Impact on children and families – parental engagement

- One of the nursery's important strengths is the positive relationships they have built with families and their local community. These relationships are based on mutual trust and respect. Practitioners encourage this established relationship by encouraging families to be involved in the life of the setting through volunteering and participating in celebrations and events. These include 'stay and play', trips within the local community, a 'parent party' and social media links.
- In response to consultations, bespoke family learning opportunities are also delivered by practitioners or signposted to. These parent groups and family learning sessions contribute to improving outcomes for children and families. Senior leaders and practitioners are also supporting families to engage in programmes, in order to support positive destinations.
- Online journals are effectively sharing children's learning with parents. Families are encouraged to contribute to these and are welcomed into the setting to do so with support each week. Practitioners understand the importance of gathering effective parental voice in supporting children's learning. They are raising awareness of the positive impact families make through being involved in their child's learning.

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

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

- Within the nursery, children appear happy and relaxed as they play. Most children confidently articulate their thoughts and preferences appropriate to their stage of development. They are supported by caring and respectful practitioners who have a good understanding of their needs. Children take ownership of their nursery values, and evidence these in action through displaying respectful behaviours towards each other and resources. Children anticipate and respond well to clear and supportive routines and boundaries. These are now good foundations on which to build children's understanding of the United Nations Convention on the Rights of the Child.
- Practitioners are skilled in identifying the needs of children, families and their community. Local trips and outings are thoughtfully planned to ensure children and families have opportunities to explore their community and build aspiration. Professional discussion as a team surrounding equitable opportunities for all would further develop this good practice.
- Community engagement opportunities such as visits to the orchard, river and local parks have instilled a sense of community pride in children. Most children know how to keep safe and assess risk independently during play and learning opportunities. 'Calamari SHANARRI', the 'Getting it right for every child' mascot has recently been introduced to children with a view to exploring wellbeing Indicators. Practitioners should build on their good practice in supporting children's needs by developing further their planned approaches to health and wellbeing.
- Senior leaders and practitioners comply and actively engage with statutory duties. Discussions during inspection outlined the need for a more robust and coherent system to support effective record keeping. This includes developing further approaches to reviewing children's personal plans and nursery policies. These improvements will help ensure important information relating to children and practice is up to date, and easily accessible.
- Aromas of healthy breakfasts and home baking made by children provide a warm, welcoming environment in which to play and learn. A few children receive targeted interventions during mealtimes which are well planned, nurturing and respectful. Practitioners are proactive in planning for children who face challenges in their lives, ably led by the senior early years intervention officer. There is a clear vision for improving outcomes for children based on their individual needs.
- Intergenerational learning is celebrated through weekly visits to the local care home. Funding was secured to purchase interactive resources for children and residents to play together. Practitioners raise families' awareness of the rich learning opportunities that this offers to children. The success stories from this opportunity have resulted in nursery children being asked to sing at a community Dementia Awareness event.

- All families are treated with dignity and respect. We discussed with practitioners resources that they may find helpful to explore issues such as gender equality and cultural diversity with children.

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, quality approaches to early learning and childcare are supporting children to make good progress in their learning. Most children are making good progress in communication and early language. They are becoming confident communicators as they make their needs known to practitioners and create imaginative games. Practitioners have a sound understanding of how young children develop early language skills and apply this in practice. Children are developing good talking and listening skills through small group work, singing and enjoyable, engaging storytelling sessions. Most children recall the narratives of familiar stories and discuss the different characters. Children are developing an awareness that print has meaning and recognise their own names when self-registering for snack. The majority of children show an interest in mark-making and representing their ideas through drawing and emergent writing. We discussed with practitioners that children would now benefit from more opportunities to apply these developing skills for a purpose.
- Most children are making good progress in numeracy and mathematics. They count with increasing confidence during play and real-life contexts such as buying and preparing snack, tooth brushing and outdoor learning. The majority of children recognise numbers in the environment. Children explore size and shape as they play with construction resources, puzzles and role play traditional tales. They enjoy experimenting with concepts of weight and measure while participating in baking activities. We have asked practitioners to focus closely on these developing skills and to provide additional challenge where appropriate. This will help all children to make the best possible progress.
- Most children are making good progress in health and wellbeing. They are becoming confident individuals with a growing sense of responsibility. Children understand how they can support their own wellbeing through making healthy food choices and keeping active. They offer healthy suggestions for snack and create their own to share with parents at 'beats and treats' sessions. Most children are developing good physical skills as they ride a range of bicycles and test their own balance. They show an understanding of risk as they responsibly assess safety when out in the local area. Children are developing empathy and an awareness of the needs of others through their community links with care home residents. They are respectful of each other and co-operate well as they play. We have asked practitioners to increase opportunities for children to influence and contribute to the life of the nursery.
- Children are becoming successful learners and making good progress over time. Practitioners make sound professional judgements about how children are developing and learning. As

planned, this now needs to be more effectively demonstrated in children's tracking information. This will help the team to more consistently build on children's prior learning and ensure continuous progress. Practitioners use praise effectively to recognise children's achievements and attractively display their work in the playrooms and welcome areas.

- Practitioners know children and families very well. They take good account of their individual circumstances and provide carefully planned, tailored support. As a result, the team is improving outcomes for children and families. This includes linking parents with valuable community resources. Practitioners are proactive in identifying and reducing barriers to learning through targeted approaches in order to promote equity in their work.

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

- Children in the nursery receive good quality universal support. Learning activities are well-matched to their developmental stages and needs. Their curiosity, creativity and inquiry skills, are visible within the well-planned, attractive and interesting learning environments. Daily access to outdoors is supporting children's sense of wellbeing. Children are immersed in spontaneous play opportunities that are richly resourced with natural materials and loose parts.
- Practitioners are beginning to use educational research and improvement science to take account of how children use resources and their environment. The success of the changes made from this improvement focus is that children are settled, engaged and making good progress. Further consideration could be given to using a range of research and materials to support play and learning about sustainability and the environment.
- The roles of practitioners is clearly defined and understood. Interactions between children and practitioners are warm, respectful and developmentally appropriate. Children respond positively to the existing keyworker approach that is in place. Further exploring the principles of nurture to promote and support children's wellbeing may further enhance this approach. Practitioners recognise that it would also be beneficial to develop their links with external agencies such as the health visiting service.
- Senior leaders and practitioners have reviewed and updated approaches to promoting positive behaviour in order to ensure they are consistent and inclusive. As a result, values in action are evident throughout the setting as children confidently articulate and share expectations surrounding relationships.
- Assessment tools are used to celebrate children's strengths and identify those who face barriers in their learning. This helps practitioners to provide effective support and timely interventions. As previously discussed, documentation of children's progress would benefit from further co-ordination to help measure effectiveness of approaches and plan future interventions.
- The local authority 'Raising Attainment Plan' has been personalised to identify specific aims for Brunstane nursery. Learning targets for children are appropriate, proportionate and linked to these aims. Coordinating a whole nursery approach to supporting children to achieve these could ensure greater depth, progression and success for children. Targeted interventions are showing early signs of positive impact and improving outcomes for children.

Practice worth sharing more widely

- The nursery's effective approach to developing children's love of stories and books. Children experience enjoyable and engaging storytelling sessions. These are effectively supporting the nursery's approaches to promoting equity and securing children's progress in communication and early language.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

Sub-Committee on Standards for Children and Families

10:00am, Wednesday 25 September 2019

Primary School Inspection at Davidson's Mains Primary School

Item number
Executive/routine
Wards
Council Commitments

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

Alistair Gaw

Executive Director Communities and Families

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Report

Primary Inspection at Davidson's Mains Primary School

2. Executive Summary

- 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. 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.

3. Background

- 3.1 In March 2019, a team of inspectors from Education Scotland and Care Inspectorate visited Davidson's Mains Primary School and Nursery Class. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work.
- Children across the school and nursery, who are articulate, polite and supportive of one another.
 - The interesting learning activities that motivate and engage children in their learning. At the primary stages, children are skilled in evaluating their own and one another's progress and success in learning.
 - The ways in which teachers across the school, integrate digital technologies effectively to enhance learning and challenge children's thinking. This success has led to children achieving mathematical skills in collecting, organising, interpreting and displaying data through the use of digital technology.
 - Engaging outdoor experiences in the nursery, including woodland adventures that

- promote children's creativity and imagination.
- The independence of children in the nursery and their ability to lead their play with friends.

4.2 The following area for improvement was identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Continue to share and build upon the best practice in learning and teaching to improve consistency in high quality learning and teaching.
- Continue to raise expectations and develop a shared understanding of standards. Increase challenge and further raise attainment and progress for all.

4.3 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/inspection-reports/edinburgh-city/5523125> and is included as an appendix.

4.4 **Measures of Success**

Inspectors gathered evidence to enable them to evaluate the school's work using 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.

Descriptions of the evaluations are available from How good is our school? (4th edition)

The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

1. Quality Indicator	Self Evaluation	Education Scotland Evaluation
2.3 Learning Teaching and Assessment	4 Good	4 Good
3.2 Raising attainment and achievement	4 Good	4 Good
Nursery		
2.3 Learning, Teaching and Assessment	4 Good	4 Good

3.2 Securing children's progress	4 Good	4 Good
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4.5 Progress Made with Identified Area of Development

- All staff to work with Edinburgh Learns team to use lesson study approach to improve quality and consistency of learning and teaching across the school.
- Groups of staff are participating in CLPL for differentiation and questioning.
- Weekly stage planning meetings now include a discussion on moderation and twice termly level meeting are also having this as a focus.
- Challenge in play-based learning is being reviewed
- New systems in place to support progress for learners with additional support needs.

5. Next Steps

- 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.
- 5.3 City of Edinburgh Education Officers will undertake a follow-through visit to the school within 2 years of publication of the Inspection report.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 The Inspection 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

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

9. Appendices

- 9.1 Appendix 1 Education Scotland letter and evaluations
- 9.2 Appendix 2 Summary of Inspection Findings

4 June 2019

Dear Parent/Carer

In March 2019, a team of inspectors from Education Scotland visited Davidson's Mains 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.

- Children across the school and nursery, who are articulate, polite and supportive of one another.
- The interesting learning activities that motivate and engage children in their learning. At the primary stages, children are skilled in evaluating their own and one another's progress and success in learning.
- The ways in which teachers across the school, integrate digital technologies effectively to enhance learning and challenge children's thinking. This success has led to children achieving mathematical skills in collecting, organising, interpreting and displaying data through the use of digital technology.
- Engaging outdoor experiences in the nursery, including woodland adventures that promote children's creativity and imagination. The independence of children in the nursery and their ability to lead their play with friends.

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

- Continue to share and build upon the best practice in learning and teaching to improve consistency in high quality learning and teaching.
- Continue to raise expectations and develop a shared understanding of standards. Increase challenge and further raise attainment and progress for all.

We gathered evidence to enable us to evaluate the school's work using 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 our evaluations to keep track of how well Scottish schools are doing.

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

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	good
Securing children's progress	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 (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/edinburgh-city/5523125>

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.

Susan Gow
HM Inspector

Summarised inspection findings

Davidson's Mains Primary School Nursery Class

The City of Edinburgh Council

4 June 2019

Key contextual information

Davidson's Mains Primary School Nursery Class is accommodated in an attractive new building within the grounds of Davidson's Mains Primary School in Edinburgh. The nursery has one large playroom with an additional smaller playroom. Both playrooms have direct access to a large enclosed garden. Children are also able to access the school gym. Practitioners make good use of the school grounds including the woodland area. The nursery is registered for 78 children at any one time aged between two years and primary school entry. There is provision for a maximum of 20 children under three years of age. At the time of the inspection, there were two children under three years of age. Children attend for both part-time and full day sessions.

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 teaching
- effective use of assessment
- planning, tracking and monitoring

- Warm and caring relationships between practitioners, children and families make learning in the nursery a positive and enjoyable experience for children. Children are able to access outdoor learning spaces throughout the day, and enjoy regular extended woodland adventures. We were able to observe how outdoor experiences are helping children of all ages to develop their creativity, imagination and resilience well.
- A few children aged two to three years attend the nursery. Practitioners take account of national guidance to plan appropriate and enjoyable nursery experiences. As a result, children are happy and increasingly confident as they play in the company of adults and older peers. Practitioners should continue to review provision for the youngest learners. In doing so, they should consider how they can provide additional nurturing experiences and further opportunities for children to explore using their senses.
- Children aged three to five years are confident as they make their way around the playrooms and outdoor spaces of the nursery. They demonstrate good levels of independence and are able to lead their play well, together with friends. A few children would benefit from further support to enable them to maintain positive levels of engagement and focus in play throughout the session. There is scope to develop further opportunities for children to extend early leadership skills.
- Overall, playroom experiences provide children with good opportunities to follow their interests. The majority of children engage well during lively group times and benefit from opportunities to share their learning with adults. A few experiences do not yet provide sufficient scope for children to deepen their engagement and extend their learning. We have asked practitioners to build on existing examples for effective self-evaluation to provide increased challenge in learning for children across the playroom.

- Interactions are consistently positive and supportive. Children are keen to share their ideas and experiences and readily engage in conversation with practitioners and with each other. Children enjoy revisiting their experiences using learning journals. Practitioners should now build on this secure foundation to support children to develop confidence in talking about and planning their learning over time. They should also consider how they might develop their use of digital technologies to enhance children's learning.
- Practitioners note children's interests and use this information to plan a range of experiences to support learning. They record observations of children in individual learning journals, along with photographs and videos. As a team, they have begun to improve the consistency and quality of observations. They should continue this work. As assessment improves, practitioners will be able to target learning experiences to provide enhanced support and challenge to learners. This will ensure all children are able to make best possible progress in their learning.
- Practitioners know children well. Tracking is at an early stage of development. We discussed how practitioners might continue to develop monitoring and tracking to take stock of children's learning on a regular, planned basis. By involving parents in this process, practitioners will be able to ensure stronger links between children's learning and achievements at home and in the nursery.
- Practitioners would benefit from participating in moderation activities with early level colleagues in the primary. This will allow teachers and practitioners to develop appropriate, increased expectations of children's progress in key aspects of learning and improve transition experiences further.

2.1 Safeguarding and child protection

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

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

- Children age two to three years are making good progress across their learning. They demonstrate confidence as they make choices about their play and move freely around the playrooms and outdoors. Children express themselves in their own way to make their needs and feelings known. They are developing their physical skills well through outdoor play, gym sessions and woodland experiences. Children are developing positive relationships with their peers and enjoy participating in group play, supported by practitioners. They are building their understanding of number through daily routines and exploratory play.
- Overall, quality approaches to early learning and childcare support children to make good progress in their learning. Most children are making good progress in communication and early language. They are becoming articulate communicators as they talk to each other during play and interact with practitioners. Most children show an interest in books and access these both independently and with practitioners. They recall familiar narratives and discuss different characters with confidence. A few children make their own books to represent their ideas or share their knowledge. Most children show an interest in early writing. There is scope for the majority of children to experience greater challenge and depth to develop their early literacy skills further.
- Most children are making good progress in numeracy and mathematics. They count with increasing confidence during play and are becoming familiar with numbers in the environment. Children explore concepts of volume and measure in their play. They are learning to use mathematical language as they play with malleable materials and make their own playdough. Children sort and categorise resources and natural materials with confidence. A few children need more support in order to make the best possible progress. The majority of children would benefit from increased challenge in this area of learning.
- Children are making good progress in health and wellbeing. They are becoming confident individuals and cooperate well as they play. Children understand how they can support their own wellbeing by making healthy choices and keeping active. Most children are developing good physical skills as they use large loose parts in the garden area and learn to ride bicycles. Children are developing their understanding of risk in the course of outdoor play and woodland experiences. There is scope to extend the use of the rich natural environment to build children's understanding of their role in conservation and sustainability.
- Most children are making good progress over time. Practitioners are building their skills in making professional judgements about how children are developing and learning. The team

have identified the need for children's profiles and tracking information to document progress more effectively. This will help practitioners to build on children's prior learning and ensure continuous progress. It will also enable practitioners to continue to improve the curriculum.

- Practitioners make effective use of praise to recognise children's achievements. Together with parents, they celebrate children's special events and home successes using the 'star moment' wall.
- Practitioners know children and families well. They are mindful of their individual circumstances and use this to provide sensitive, appropriate support. Practitioners are proactive in identifying and reducing barriers to learning or participation through positive, targeted approaches in order to promote equity in their work.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

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Sub-Committee on Standards for Children and Families

10.00am, Wednesday 25 September 2019

Follow-through Inspection at Leith Academy

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-committee on Standards for Children and Families is asked 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

Alistair Gaw

Executive Director of Communities and Families

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Secondary School Inspection at Leith Academy

2. Executive Summary

- 2.1 Following the Education Scotland (ES) inspection of Leith Academy in April 2018, officers from The City of Edinburgh Council conducted a follow-through inspection in February 2019 to determine the school's progress in relation to agreed areas for improvement. This report was shared with Education Scotland who then concluded that Leith Academy has the capacity to continue to improve and will publish no further reports in relation to the 2018 Education Scotland inspection report. Officers will continue to work with the school to ensure progress continues.

3. Background

- 3.1 Education Scotland 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.
- 3.2 In February 2018, a team of inspectors from Education Scotland visited Leith Academy. During their visit, they talked to parents/carers, children and young people and worked closely with the headteacher and staff. Evidence gathered enables Education Scotland to evaluate some quality indicators from How good is our school? (4th edition). Quality indicators help schools, education 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 evaluations of quality indicators to keep track of how well Scottish schools are doing. As part of their ongoing support, officers from The City of Edinburgh Council conducted a follow-through inspection in February 2019 at Leith Academy to determine the school's progress in relation to agreed areas for improvement arising from the Education Scotland Inspection.

4. Main report

The report, published 24 April 2018 identified the following key strengths:

- 4.1 The inclusive and supportive environment which recognises the rich cultural and social diversity of Leith. The commitment to equalities is increasingly supporting the development of nurturing and positive relationships. As a result, most young people are positively involved in their learning across the school
- 4.2 The inclusive and supportive environment which recognises the rich cultural and social diversity of Leith. The commitment to equalities is increasingly supporting the development of nurturing and positive relationships. As a result, most young people are positively involved in their learning across the school.
- 4.3 The positive start made by the acting headteacher in developing a team approach to improvement. The commitment of staff and partners to implement change and improve outcomes for all young people.
- 4.4 The contribution young people make to leading key initiatives which is having a positive impact on the school's ethos.

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

- 4.5 In order to raise attainment and achievement for all, develop a more rigorous system for monitoring and tracking the progress of young people through the broad general education and continue to develop this within the senior phase. Through improved tracking, demonstrate the impact of interventions on all young people including those at risk of not achieving.
- 4.6 Through effective professional learning, continue to develop approaches to planning and monitoring school improvement. These approaches should include clearer systems to show improved outcomes.
- 4.7 Improve the quality and consistency of learning and teaching across the school and allow young people more frequent opportunities to lead their own learning.
- 4.8 Continue to develop the school curriculum with a view to increasing curriculum pathways enriched by further partnership approaches. In order to support this, continue to develop wider partnerships across the culturally rich and diverse Leith community.
- 4.9 The Quality Improvement Education Officer continues to support the Headteacher in delivery of action plan developed in response to inspection findings.

Education Scotland's evaluations for Leith Academy:

Quality Indicators	Evaluation
Leadership of change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Weak
Ensuring wellbeing, equality and inclusion	Good

Progress to date:

- 4.10 The school introduced a new tracking and monitoring system in August 2018 and can now track the progress of young people more rigorously, allowing earlier interventions for pupils, in particular those identified as being at risk of not achieving. Following training in the use of the new tracking system and the Insight analysis tool staff can use data more effectively to inform learner conversations. The lowest attaining 20% in S4 had been identified as a key target for improvement in session 2017-18; analysis of attainment in August 2018 shows performance of this group more than doubled and was now in line with the Virtual Comparator.
- 4.11 The school has a clear focus on supporting and improving the attainment of pupils in at-risk categories, with staff able to track the progress of care-experienced young people, as well as those living in areas of high deprivation. The school revised its presentation policy for national qualifications in the Senior Phase and demonstrated an increase in presentations over the last two sessions.
- 4.12 The Head Teacher has introduced a new approach to improvement planning, based on the use of improvement science, with a clear focus on the National Improvement Framework priorities. The school community commented on the development of a consistent, clear vision, led by a Head Teacher who was positively influencing the culture and ethos of Leith Academy.
- 4.13 A revised Learning and Teaching Policy has been developed and there has been a drive to increase opportunities for young people to lead their own learning, and on improve the use of digital learning. The school should now capture and share emerging good practice to support the improvement of all staff. More opportunities to develop and consolidate key skills in the later stages of the BGE would better prepare young people for the increased pace and challenge of the senior phase.
- 4.14 A wider curriculum offer is available with the introduction of new learner pathways based on vocational options. Expanded partnership working has produced a range of collaborative projects, such as the work with Edinburgh International Festival and Leith Trust. The school should continue to support faculties to engage more meaningfully with the Careers Education Standard and Work Placement Standard.

5. Next Steps

- 5.1 Overall, the school has taken steps to address the areas for improvement from the original inspection and has progressed well. The leadership and commitment of the senior team is a real strength, securing the commitment of the school community to improve outcomes for young people.
- 5.2 Education Scotland is confident that the school has the capacity to continue to improve and will publish no further reports in relation to the 2018 Education Scotland inspection report.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement:
Parents, pupils and staff completed an ES questionnaire prior to the inspection.
- 7.2 Equalities impact:
There are considered to be no infringements of the rights of the child.
Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.
- 7.3 Sustainability impact:
None

8. Background reading/external references

- 8.1 Leith Academy inspection report, Edinburgh Council 24/04/18
<https://education.gov.scot/assets/inspectionreports/leithacademyins240418.pdf>
- 8.2 Leith Academy summarised inspection findings, Edinburgh – 24/04/18
https://education.gov.scot/assets/inspectionreports/leithacademy_sif240418.pdf

9. Appendices

- 9.1 Appendix 1 Follow-through Inspection Report for Leith Academy, Edinburgh – 15/03/19

Appendix 1

Leith Academy Follow-Through Visit led by The City of Edinburgh Council

The following is taken from the Education Scotland inspection report for the school (February 2018):

Identified Strengths

- The inclusive and supportive environment which recognises the rich cultural and social diversity of Leith. The commitment to equalities is increasingly supporting the development of nurturing and positive relationships. As a result, most young people are positively involved in their learning across the school.
- The positive start made by the acting headteacher in developing a team approach to improvement. The commitment of staff and partners to implement change and improve outcomes for all young people.
- The contribution young people make to leading key initiatives which is having a positive impact on the school's ethos."

Areas for Improvement

- In order to raise attainment and achievement for all, develop a more rigorous system for monitoring and tracking the progress of young people through the broad general education and continue to develop this within the senior phase. Through improved tracking, demonstrate the impact of interventions on all young people including those at risk of not achieving.
- Through effective professional learning, continue to develop approaches to planning and monitoring school improvement. These approaches should include clearer systems to show improved outcomes.
- Improve the quality and consistency of learning and teaching across the school and allow young people more frequent opportunities to lead their own learning.
- Continue to develop the school curriculum with a view to increasing curriculum pathways enriched by further partnership approaches. In order to support this, continue to develop wider partnerships across the culturally rich and diverse Leith community.

As part of their ongoing support following the inspection by Education Scotland, officers from The City of Edinburgh Council will **report on progress at Leith Academy with the agreed areas for improvement.**

Taking account of the progress report, Education Scotland will then decide whether further engagement with the school is required. This may involve another inspection visit.

The follow-through visit

In line with the recommendations made by Education Scotland, a team of council officers visited the school during the week beginning 18 February 2019. The team consisted of the Quality Improvement Manager for CEC secondary schools, three Quality Improvement Officers and a Depute Head Teacher from the Additional Support for Learning Service. Over the two-day visit, a number of learning episodes were observed. The team met with each member of the school's Senior Leadership Team to discuss progress with the priorities identified by HM Inspectors. The team also met with the following focus groups: young people from S1-S3 (the Broad General Education); young people from S4-S6 (the Senior Phase); teaching staff; staff with responsibility for leadership; representatives from the

Parent Council; and partner organisations who work with the school, along with non-teaching staff.

Note: when the school was inspected in February 2018, the (then) Acting Head Teacher had been in post since August 2017. He was subsequently appointed as (Permanent) Head Teacher in September 2018.

Findings of the visit: progress with areas for improvement

In order to raise attainment and achievement for all, develop a more rigorous system for monitoring and tracking the progress of young people through the broad general education and continue to develop this within the senior phase. Through improved tracking, demonstrate the impact of interventions on all young people including those at risk of not achieving.

The school introduced a new tracking and monitoring system (S1-S6) in August 2018. They were now able to track the progress of young people in the BGE more rigorously, allowing earlier intervention for pupils identified as being at risk of not achieving. The school had created a tracking calendar for each year group, with roles and responsibilities for key staff clearly identified to ensure appropriate action was taken. The effectiveness of interventions for those young people at highest risk was tracked by the Depute Head Teacher with responsibility for Pupil Support. Interventions with groups of young people were carefully organised to limit any possible impact on missing wider curricular areas, and the school produced evidence to support this.

All staff had been trained in the use of the new tracking system, as well as in the use of the Insight analysis tool. Training was delivered in-house and by one of the national Insight Development Officers. Staff welcomed the introduction of the new tracking and monitoring system and used the data effectively to inform learner conversations. Parents and young people were positive about the improvement in communications from the school regarding progress, but some felt that there were inconsistencies in the quality and frequency of learner conversations across the school.

The school had made significant improvements in tracking progress in the Senior Phase. The lowest-achieving 20% in S4 had been identified as a key target for improvement in session 2017-18. Staff were aware of this priority and the progress of pupils in this category was tracked via a “learning wall”; support with this group of pupils was also provided by the school’s “Learning Hub” and Pupil Support Officer. At the time of the original inspection, the performance of young people in this category (measured by complementary tariff score on Insight) had been significantly below the school’s Virtual Comparator for four years, with a declining pattern of attainment; analysis of attainment for August 2018 shows that the attainment of this group had more than doubled (by tariff score) and was now in line with the VC.

Improvements were also evident in the percentage of S3 pupils achieving Fourth Level in reading, writing and listening & talking (e.g the percentage attaining Fourth Level in reading increased from 12% in 2017 to 56% in 2018); and in the percentage of S4 pupils achieving SCQF Level 3 or better in literacy – this figure was now significantly above the VC. Young people with particular difficulties in literacy were given effective additional support via partner organisations (e.g. the Superpower Agency). An improving pattern of attainment was also evident in the attainment of young people with Additional Support Needs in S4.

The school had a clear focus on supporting and improving the attainment of pupils in at-risk categories, with staff able to track the progress of care-experienced young people as well as pupils living in areas of high deprivation. The school had revised its presentation policy for national qualifications in the Senior Phase, and was able to demonstrate an increase in presentations over the last two sessions.

The school was aware of issues with the attainment of leavers and had identified this as a key area for action in session 2018-19.

Through effective professional learning, continue to develop approaches to planning and monitoring school improvement. These approaches should include clearer systems to show improved outcomes.

The recently appointed Head Teacher had introduced a new approach to improvement planning, based on the use of improvement science (e.g. driver diagrams, setting targets and using tests of change), with a clear focus on the four priorities of the National Improvement Framework. Staff and Curricular Leaders welcomed the new approach which they said was more accessible, easier to manage, and more streamlined. Training for improvement science will be offered more widely next session by the local Improvement Officer to raise awareness across all staff.

The priorities in the whole school plan were revisited regularly at whole staff meetings and well-known by staff. They were referred to by the Senior Leadership Team (SLT) in emails to staff regarding the daily work of the school. Staff felt reassured that there was a consistent clear vision for the school which was reflected in the plan. They also appreciated the SLT's openness to new ideas and opportunities.

Faculties now had their own improvement plans, which reflected the whole-school plan and priorities and allowed more effective tracking of progress and impact. Faculties discussed and recorded progress with priorities at monthly faculty meetings and with faculty links (DHTs). Ongoing progress was marked or recorded in comments written directly on to the plan, ensuring that they were active documents and revisited regularly. Time had been set aside within the Working Time Agreement for whole school and faculty improvement planning. The focus of the annual management residential weekend in March was to review progress and start to plan for the following year. This year, the Head Teacher has invited partner and parent representatives to the residential weekend.

School partners said that they had seen the improvement plan, knew the priorities and knew that they could feed into it. They felt strongly that the leadership of the HT was positively influencing the culture and ethos of the school; this was a view also shared by staff, young people and parents.

A Partnership Improvement Planning launch event took place in September 2018, to which parents were also invited. Those who attended were able to voice their opinions and make amendments to the school plan as appropriate.

A consistent approach was adopted by the DHTs to recording progress with the actions identified by HM Inspectors for improvement in the original inspection. This allowed them to measure where improvements had taken place and where work was still to be done.

Improve the quality and consistency of learning and teaching across the school and allow young people more frequent opportunities to lead their own learning.

The DHT with responsibility for learning and teaching demonstrated a clear understanding of current practice in the school with regard to learning and teaching, and the challenges and opportunities in moving the school forward. The school had revised and updated its learning and teaching policy; this included taking into account comments from young people regarding effective practice with the "four-phase lesson".

In session 2018-19 there was a clear focus on increasing opportunities for young people to lead their own learning, and on improving the use of digital learning. The school delivered training in pupil-led learning and this was a focus for faculty reviews, as well as teacher-collaborative "trios". Curricular Leaders now undertook "shared classroom experience" visits

with their staff, and pupil-led learning was again a focus. Visits to classrooms suggested that the school has made progress in this area, with young people in the Senior Phase given more opportunities to take control of their own learning, and young people speaking positively about this. The school should now capture and share emerging good practice in this area to ensure that all faculties are supported to improve in this area.

In visits to classrooms, awareness of skills in literacy, numeracy, health and wellbeing had improved. Skills icons were evident in every classroom and teachers made more reference to them. Young people knew what skills they were working on. They were able to reflect on their skills' development in PSE and to identify their own strengths and areas for development. They said this helped them when considering employment choices.

Staff confidence in using digital technology to enhance learning had increased. There were various opportunities for staff to improve their digital skills through in-house training sessions and a digital strategy was being prepared to improve consistency in this area.

Very good use of digital technology was observed in some subjects: in French, learners completed listening activities at their own pace using their iPads and were able to practice their oral presentations by listening to digital recordings of their presentations; in PSE, differentiated tasks were air-dropped to groups of young people working on different employability skills, and learners undertook independent research into career options; in Chemistry, learners used their iPads to search for evidence required for their assessment. Young people commented positively on a more consistent approach to using ICT in the Senior Phase in particular, felt that this helped them to be more organised, and appreciated being able to catch up with work missed because of absence.

In the lessons observed, young people were engaged, on task, and contributed well to activities. The four-phase model was evident. The purpose of learning was shared consistently by the use of learning intentions and success criteria, and in some cases pupils were able to participate in co-constructing these criteria. In Music, the learning process had been designed to encourage creativity and allow for a great deal of personalisation and choice, and for reflection on learning and personal achievement.

In the Senior Phase, learners took more responsibility for their own learning through their use of digital technology. Homework activities were frequently delivered through One Note. Some young people expressed concern at the increase in pace and challenge evident in the Senior Phase, particularly in S4 compared to S3. They would appreciate more opportunities to develop key skills in the later stages of the BGE to prepare them for the increased rigour in S4 – for example, more experience of extended writing.

Continue to develop the school curriculum with a view to increasing curriculum pathways enriched by further partnership approaches. In order to support this, continue to develop wider partnerships across the culturally rich and diverse Leith community.

Employment skills were promoted in most departments. Many faculties had links with business partners who were invited in to school to speak to young people. Local Labour Market Intelligence (LMI) had been shared with faculties, and displays created around the school. However, staff were not yet familiar with the transferable skills and entitlements in the Careers Education Standards or Work Place Standards documents. The school had identified this as a priority and were taking steps towards raising awareness of these documents; faculty review procedures will be revised to include a clear focus on skills development.

All faculties were asked to consider alternative pathways within subjects, and following the annual review of the timetable, new learner pathways were introduced in the Senior Phase. The subjects and courses on offer were based on interest, vocational benefit to the pupil, and current LMI. Examples included National Progression Awards in Journalism and Media;

courses in Sociology, Health and Sport; and bespoke work experience for targeted young people in S4. Links had been strengthened with Edinburgh College, especially in PE, Dance and Modern Languages.

Partnership working had extended with more collaborative projects planned or underway with a wider range of partners. The school had engaged with a three-year partnership with the Edinburgh International Festival and young people were involved in extensive consultation to help shape the project. Local business partnerships were supported by the Leith Trust following a successful business breakfast facilitated by young people. Work is now needed to prepare staff to participate in and promote these partnerships so that they can be sustainable and beneficial.

In focus groups, partners said that they had seen the school improvement plan, knew the priorities and knew that they could feed into it. Partners were aware of the school's vision and values, and felt they were reflected in the school's culture and ethos. They praised the school's SLT for being welcoming, supportive and solution-focused, and said that there was more partnership working now than a year ago. A number of staff have engaged in professional enquiry with partners.

In focus groups, young people recognised that there was a wider curriculum offer than before, and commented favourably on the higher profile which options such as apprenticeships had been given. They appreciated the school's approach to promoting equity and accessibility for all young people.

Conclusion

The visiting team recognized a very positive ethos in the school, underpinned by the newly reviewed vision and values. There was an ethos of inclusion and encouragement, and young people made it very clear that they felt well-supported by staff at all levels.

The strength and commitment of the SLT was a real strength. They had secured the commitment of middle leaders and staff across the school, with a real focus on improving outcomes for young people.

The school has made progress with all of the identified areas for improvement, and has planned for further improvements over time.

We are confident that school has the capacity to continue to improve, and our recommendation to Education Scotland is that they need not visit the school again with regard to the original inspection. Education Scotland is confident that the school has the capacity to continue to improve and will publish no further reports in relation to the 2018 Education Scotland inspection report.

Sub-Committee on Standards for Children and Families

10.00am, Wednesday 25 September 2019

Newcraighall Primary School Follow Through

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 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

Contact: Jackie Reid, Quality Improvement Education Manager

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Newcraighall Follow Through

2. Executive Summary

- 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 Newcraighall 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

- 3.1 In September 2018, a team of Quality Improvement Education Officers, representing nursery and primary visited Newcraighall Primary School and Nursery Class. During their visit they engaged with focus groups of 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

- 4.1 The main areas of focus are on improving approaches to self-evaluation to ensure consistently high-quality learning, teaching and assessment across the school, further developing the curriculum to ensure pupils make suitable progress in their learning and raise attainment to ensure all children achieve as highly as possible. There was a particular emphasis placed on ensuring the above improvements were made in the nursery.

4.2 How well is the school using approaches to self-evaluation?

Staff are aware of and take part in a range of self-evaluation activities which occur throughout the year to support improvement.

- Almost all staff demonstrate their knowledge of the social and economic context in which their pupils live, during regular attainment meetings to discuss pupil progress.
- Almost all staff can identify barriers to learning and suggest ways to reduce those.
- Almost all staff understand the need to have high expectations of pupil achievement.
- All teaching staff have had a clear role in school improvement through their involvement in a PEF funded initiative.
- Almost all staff have a clearer understanding of their role in initiating change and are taking greater responsibility for their own role in improving the school.

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.

4.3 How has curriculum development contributed to ensuring all pupils make suitable progress?

- 4.4 Through improvement planning staff have a clear idea of the next steps in developing the curriculum to improve children's learning. The developments in science, including strong partnership working have raised the profile across the school. Children are enthusiastic and staff are being led and supported by the school science coordinator. A new cluster 'academy' transition programme includes science as one of the focus areas, alongside six other curricular areas. Improved attainment in writing is the main focus of the work undertaken in the 'academy'. The school should monitor and evaluate this new initiative throughout the year to ensure progression in learning and impact.
- 4.5 In the nursery planning for learning takes account of children's views and interests. The layout and resources have been reorganised, with underlying understanding of appropriate learning experiences being promoted by staff, and children's work prioritised. There is free-flow from indoor and outdoor areas and this is fully embedded. Staff make good use of observations from children problem-solving. Open-ended resources and sensory opportunities have now extended to allow children possibilities for exploratory play experiences.
- 4.6 Staff have worked on planning a progressive curriculum in most curricular areas. The school's skills based IDL programme was positively commented on in the continuing engagement report. Learner voice is evident in shaping learning in a context. There are strong links across the cluster and children spoke positively of working with cluster schools.
- 4.7 **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.**

- 4.8 Staff have worked collaboratively to agree progression in writing and are using the benchmarks to support teacher professional judgement. Moderation at school and cluster level has supported this process.
- 4.9 The head teacher, support for learning teacher and class teachers meet to discuss learner progress and identify and agree targeted interventions to support children with specific needs or gaps in their learning. A range of targeted interventions are used by the support for learning teacher, predominantly in classes, to help meet learner needs. This includes working with a range of groups within the class. More frequent tracking of progress should be used to evaluate effectiveness of interventions and if appropriate changes made to better support learners.
- 4.11 The school should continue to focus on consistent approaches in learning and teaching to ensure children understand where they are in their learning and their next steps.
- 4.12 The Quality Improvement Education team found that Newcraighall Primary School had made progress in all the four areas highlighted by Education Scotland in May 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

- 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

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

7. Stakeholder/Community Impact

- 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

8.1

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

9. Appendices

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

17 May 2016

Dear Parent/Carer

**Newcraighall Primary School and Nursery Class
The City of Edinburgh Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including ways in which the school supports children and their families. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

At the primary stages and in the nursery class, children have a positive learning experience. Children in the nursery are motivated as learners and are gaining in confidence when choosing which activities they want to do. Nursery children are developing skills of independence through getting dressed for playing in the outdoor area. Most children in the primary stages are eager to learn and become motivated when they are provided with interesting learning activities. When given the opportunity, they enjoy working together in pairs and in small groups. We have asked the school to further develop children's skills through cooperative group learning and encourage children to take more responsibility for their own learning. At the primary stages and in the nursery class, children are responding positively to the recognition given to successes recorded in 'My Star Moment' books, on the 'Golden Tree' and attractive wall displays. We have asked staff to continue to develop their approaches to learning and assessment in order to ensure children understand their next steps and know what they need to do to improve. Staff relationships with children are positive. The school develops children's responsibilities and friendships through buddying. Opportunities for children to feel valued are developed through the 'Rights Respecting Student Committee' and the introduction of class charters. The partnership forged by the school with 'Save the Children' to support children and families is very positive and has resulted in regular family learning activities in school. Some children also take on responsibility as junior road safety officers and on the health committee. We have asked the school to introduce increased opportunities for children to develop leadership skills and to have a greater say in their school.

In the nursery class, most children are making good progress in developing literacy skills. They show a good awareness of illustrations in books and listen well to stories and rhymes. At the primary stages, most children listen attentively and talk confidently in pairs. Children in P6/P7 are making strong progress as writers and all classes read regularly for enjoyment. The school provides appropriate support in literacy skills for those children who require it. However, the standard of children's writing is not consistently high enough across the school. The school recognises that children across the school are capable of progressing through the Curriculum for Excellence levels in reading and writing at a more consistent rate. In the nursery class, children are making good progress in numeracy and mathematics. They are learning to recognise numbers and can count out beanbags during physical education and count pieces of fruit when helping prepare snacks. Overall, children at the primary stages are making satisfactory progress in numeracy and mathematics. Most are developing confidence in numeracy and making accurate mental and written calculations. Some children are making strong progress in solving mathematical problems and calculating times. We have asked the school to ensure all children are confident about applying their numeracy skills and recognise why mathematics is important to their future learning for life and work. Children in the nursery class are developing a good understanding of safety when playing energetically outdoors. At the primary stages, children are knowledgeable about the importance of physical activity and a balanced diet for good health. Children can identify ways in which they can keep themselves safe and how the school helps them to become confident.

How well does the school support children to develop and learn?

At the primary stages and in the nursery class, staff provide a supportive environment that encourages children to value one another's achievements and interests. In the nursery, staff encourage parents to become involved through 'Stay and Play' sessions. At the primary stages, a few lessons take careful account of individual children's learning needs. Staff have successfully introduced new learning approaches and materials to support numeracy and reading. We have asked the school to ensure learning is suitably challenging to meet the needs of all children and that the pace of learning is increased across all stages. Staff work closely with partners, support services and parents to meet children's learning needs. Staff who work with children with additional support needs work effectively as a team and support children well. This is most effective when children are supported to learn alongside others in their class. The school should develop its approaches to assessment to ensure all children make as much progress as possible against their learning targets.

Staff provide children with interesting opportunities to develop their knowledge and skills. They are developing learning across all areas of Curriculum for Excellence. We have asked the school to build on its success in improving reading and early numeracy as helpful examples for other curriculum areas. In all classes, children have a broad experience across the curriculum. However, the school has not yet developed a systematic approach to ensure all children build on their prior learning and make sufficient progress. The school should continue to develop the curriculum as planned and ensure a shared understanding of standards and what is to be achieved through the curriculum. The school's approaches to providing individualised support work particularly well for children requiring extra help when moving from the nursery to P1 and from P7 to secondary school. In partnership with Castlebrae High School, links

are being strengthened through a planned programme of art, music and French. Staff are developing a shared understanding of Curriculum for Excellence second level and what children can achieve by the end of their primary schooling.

How well does the school improve the quality of its work?

The headteacher is experienced in her role and is developing approaches to evaluating and improving the quality of the school's work. She uses a range of surveys, feedback from parents and focus groups to gather information. However, there are important weaknesses in how well the school continues to improve. The approaches to monitoring the quality of learning and teaching, and to assessing and tracking children's progress, are not yet leading consistently to improvements for children. Teachers need to reflect more on their practice and the professional standards expected of them. They should continue to develop their professional learning and ensure it leads to improvements in children's experiences and achievements. The school would benefit greatly from further development of leadership at all levels. The headteacher and staff have successfully developed support for children and their families through links with Save the Children. We have asked staff to continue to involve parents and partners in the ongoing development of the school's approaches to Curriculum for Excellence and to include them in evaluating the work of the school. Almost all parents are happy with the school overall and believe their children enjoy learning. The school should ensure it takes greater account of parents views and involves them more in evaluating its work.

During the previous Care Inspectorate inspection, the nursery class had no requirements and one recommendation. This one requirement has been met. As a result of this inspection, there are two requirements and three recommendations. Details can be found at the link below.

This inspection found the following key strengths.

- The enthusiastic children who are eager to learn.
- The school's approaches to engaging and supporting families.
- The personal support provided for children, including through partnership working.

We discussed with staff and The City of Edinburgh Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Improve approaches to self-evaluation to ensure consistently high-quality learning, teaching and assessment across the school.
- Further develop the curriculum to ensure children can make suitable progress in their learning.
- Raise attainment and ensure all children achieve as highly as possible.

What happens at the end of the inspection?

As a result of our inspection findings, we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with The City of Edinburgh Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within

twelve months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Susan Gow
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/NewcraighallPrimarySchoolEdinburghCity.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². 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.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Newcraighall Primary School.

Improvements in performance	satisfactory
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	satisfactory
Improvement through self-evaluation	weak

Here are the Care Inspectorate's gradings for the nursery class.

Quality of care and support	good
Quality of environment	very good
Quality of staffing	very good
Quality of management and leadership	adequate

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Nursery class

At the last inspection that was conducted by the Care Inspectorate, there was one recommendation and no requirements. The recommendation has since been addressed. Issues arising from this inspection:

Requirements

Quality assurance systems must be formalised to demonstrate how aspects of the service, the environment and staff practice have been monitored. This must include a record of the findings and any action taken to improve the outcome for children and the quality of the service delivered. This is in order to comply with Scottish Statutory Instrument 2011/210 (3): A provider of a care service shall provide the service in a manner which promotes quality and safety and respects the independence of service users, and affords them choice in the way in which the service is provided to them.

Timescale:- by 31 May 2016

Systems must be in place to ensure that children's medication needs are recorded properly for each piece of medication held by the service and includes the dosage and when the medication should be administered. This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI) 2011/210, regulation 4(1)(a).

Timescale for meeting this requirement: By 11 March 2016.

Recommendations

The nursery's complaints policy should be displayed and shared with parents to inform of who to contact if they have any concerns about the service.

National Care Standards, early education and childcare up to the age of 16
Standard 14: Well-managed service.

Child protection information should be shared with parents to make them aware of whom the child protection officer is for the nursery.

National Care Standards early education and childcare up to the age of 16

Standard 3: Health and wellbeing

Standard 14: Well-managed service.

A toothbrushing programme should be introduced to allow staff to support children to clean their teeth. It should be in accordance with the Child Smile Guidance 'National Standards for Nursery and School Toothbrushing Programme.

National Care Standards early education and childcare up to the age of 16

Standard 3: Health and wellbeing.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

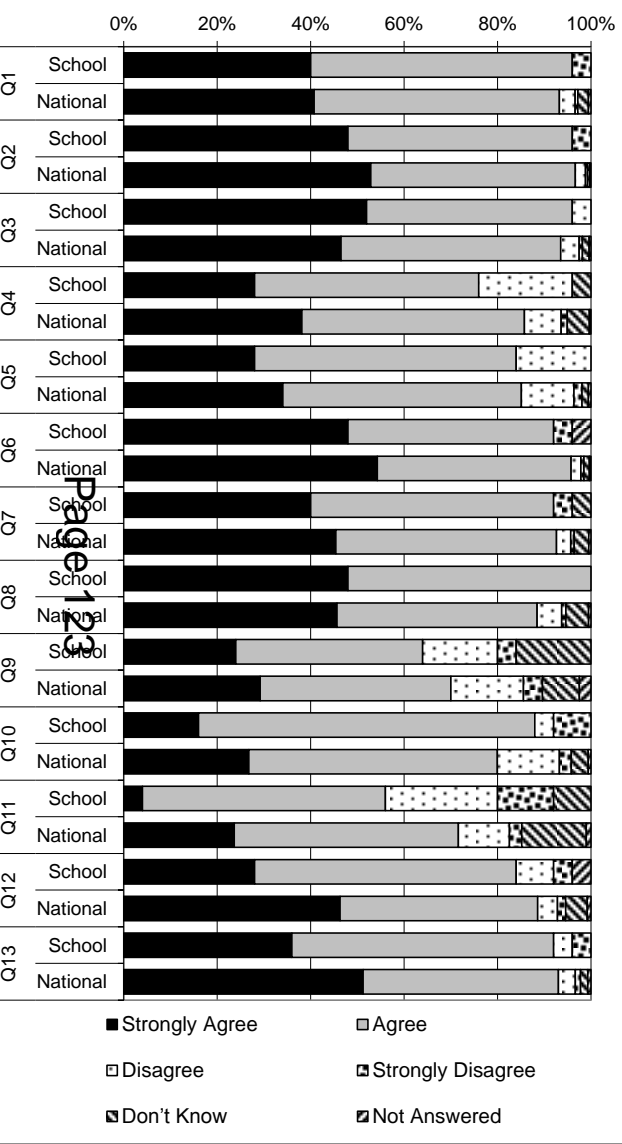
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/NewcraighallPrimarySchoolEdinburghCity.asp> ;and

<http://www.careinspectorate.com/>

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Newcraighall Primary School
SEED Number 5527120
Quest. Issued 101
Quest. Input 25
Response Rate 25% National response 39%

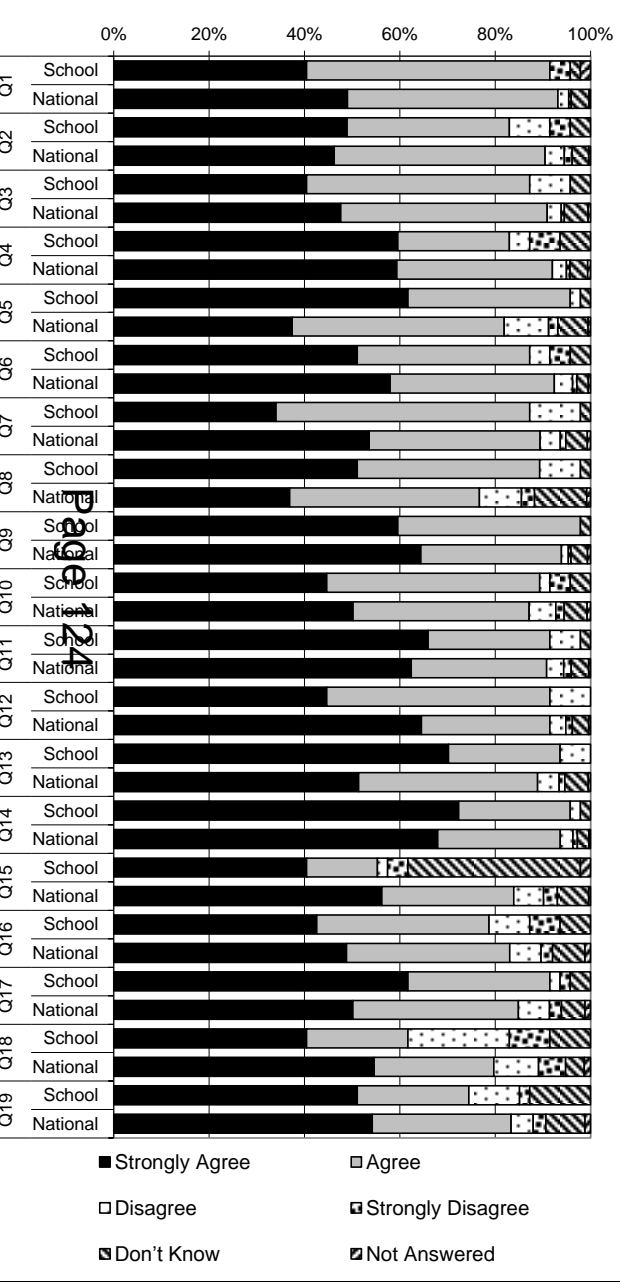


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	40%	56%	0%	4%	0%	0%	96%	4%
Q2	My child enjoys learning at school.	48%	48%	0%	4%	0%	0%	96%	4%
Q3	My child's learning is progressing well.	52%	44%	4%	0%	0%	0%	96%	4%
Q4	My child is encouraged and stretched to work to the best of their ability.	28%	48%	20%	0%	4%	0%	76%	20%
Q5	The school keeps me well informed about my child's progress.	28%	56%	16%	0%	0%	0%	84%	16%
Q6	My child feels safe at school.	48%	44%	0%	4%	0%	4%	92%	4%
Q7	My child is treated fairly at school.	40%	52%	0%	4%	4%	0%	92%	4%
Q8	I feel staff really know my child as an individual and support them well.	48%	52%	0%	0%	0%	0%	100%	0%
Q9	My child benefits from school clubs and activities provided outside the classroom.	24%	40%	16%	4%	16%	0%	64%	20%
Q10	The school asks for my views.	16%	72%	4%	8%	0%	0%	88%	12%
Q11	The school takes my views into account.	4%	52%	24%	12%	8%	0%	56%	36%
Q12	The school is well led.	28%	56%	8%	4%	0%	4%	84%	12%
Q13	Overall, I am happy with the school.	36%	56%	4%	4%	0%	0%	92%	8%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Newcraighall Primary School
SEED Number 5527120
Quest. Issued 58
Quest. Input 47
Response Rate 81% National response 92%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	40%	51%	0%	4%	2%	2%	91%	4%
Q2	I enjoy learning at school.	49%	34%	9%	4%	4%	0%	83%	13%
Q3	I am getting along well with my school work.	40%	47%	9%	0%	4%	0%	87%	9%
Q4	Staff encourage me to do the best I can.	60%	23%	4%	6%	6%	0%	83%	11%
Q5	Staff talk to me regularly about how to improve my learning.	62%	34%	2%	0%	2%	0%	96%	2%
Q6	I get help when I need it.	51%	36%	4%	4%	4%	0%	87%	9%
Q7	Staff listen to me and pay attention to what I say.	34%	53%	11%	0%	2%	0%	87%	11%
Q8	I have a say in making the way we learn in school better.	51%	38%	9%	0%	2%	0%	89%	9%
Q9	Staff expect me to take responsibility for my own work in class.	60%	38%	0%	0%	2%	0%	98%	0%
Q10	Staff and pupils treat me fairly and with respect.	45%	45%	2%	4%	4%	0%	89%	6%
Q11	I feel safe and cared for in school.	66%	26%	6%	0%	2%	0%	91%	6%
Q12	I have adults in school I can speak to if I am upset or worried about something.	45%	47%	9%	0%	0%	0%	91%	9%
Q13	I find it easy to talk to staff and they set a good example.	70%	23%	6%	0%	0%	0%	94%	6%
Q14	Staff make sure that pupils behave well.	72%	23%	2%	0%	2%	0%	96%	2%
Q15	Staff are good at dealing with bullying behaviour.	40%	15%	2%	4%	36%	2%	55%	6%
Q16	The pupil council is good at getting improvements made in the school.	43%	36%	9%	6%	6%	0%	79%	15%
Q17	The school encourages me to make healthy-food choices.	62%	30%	2%	2%	4%	0%	91%	4%
Q18	I take part in out-of-class activities and school clubs.	40%	21%	21%	9%	9%	0%	62%	30%
Q19	I know what out-of-school activities and youth groups are available in my local area.	51%	23%	11%	2%	13%	0%	74%	13%

Note: Will not always sum to 100% due to rounding

27 June 2017

Dear Parent/Carer

**Newcraighall Primary School and Nursery Class
The City of Edinburgh Council**

In May 2016, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and The City of Edinburgh Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and parents and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. 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 letter sets out what we found. The Care Inspectorate inspected the nursery class at the same time and that report will be available at www.careinspectorate.com.

How well are the school's approaches to self-evaluation leading to improvement and consistency in high quality learning and teaching across the school and nursery class?

The headteacher has successfully revised the school values through collaboration with parents, staff and children and is at a stage of readiness to share the school's refreshed vision. She has developed strong teamwork amongst staff and improved partnership working with parents and local partners. Staff now take an increased role in leading the school's improvement priorities. This has successfully improved the consistency in teaching approaches and the school's curriculum for literacy, health and wellbeing and numeracy. All staff are committed to their continuing professional development and share their strengths effectively with one another. This has been especially successful at the primary stages, in improving the use of digital technologies to support children's learning and to enhance teaching. Staff are more reflective about their own practices and in evaluating the effectiveness of the school's work. In most lessons observed during the visit, teachers are providing effective support and challenge for almost all children. Challenge for the highest attaining children is achieved through well-judged group activities in most classes. Children requiring support are making better progress through individual and group learning in class. They are supported well by staff who work alongside class teachers. In a few lessons, children are encouraged to think about their learning. We have asked staff to continue to raise expectations through consistent use of higher order questioning to engage all learners effectively in their learning. At the primary stages children are increasingly taking responsibilities for their learning and have a strong say in how to improve the school. Their contribution to, and

leadership of a variety of initiatives, is developing well. P7 children have successfully developed achievements in dance and lead a variety of clubs during lunchtime. P5 children initiated 'Play Pal' roles to the playground which has led to positive relationships amongst children across all stages. The headteacher encourages professional dialogue with staff and is developing an increased emphasis on self-evaluation. We have asked that all staff, and particularly the nursery, continue to evidence improvements and systematically evaluate progress to ensure they demonstrate an increasing impact on raising attainment. The headteacher needs to ensure the positive approaches to self-evaluation leading to improvements in the primary stages is equally strong in the nursery class.

How well are curriculum developments improving children's progress in learning?

The headteacher and staff have developed a clearer understanding of what they want children to achieve through Curriculum for Excellence. They have identified the features to include in the school's vision and values and are making relevant links to the school's local context. This is helping children feel more involved in the life of the school through having their ideas listened to and acted upon. The school recognises that they need to ensure the unique features of the school and its community are reflected in the rationale for the curriculum and that the vision and values should now be shared more widely with parents and partners. Parents value the regular newsletters that outline the ways children are involved in their learning. The review of approaches to homework is helping parents to be more engaged with their children's learning through interesting and varied activities. Within the nursery class, planning for children's learning is continuing to develop. Practitioners are becoming responsive to children's interests and ideas which is involving children more in their learning. A few children use floor books well to talk about their experiences and learning. At the primary stages, the ongoing development of curriculum planning, increased partnerships with parents and how children build on their skills over time is leading to better progress overall. This has been most noticeable in literacy and health and wellbeing. A strong feature is the range of literacy skills children are developing and applying to other curriculum areas such as social studies. Children across the school have increased their awareness of the importance of healthy lifestyles. We have asked staff to continue with the strong focus on numeracy and mathematics to ensure children make effective progress and have no gaps in their learning. Increased collaboration between nursery and P1 staff will help ensure that planning of skills development and learning experiences leads to better progress for nursery children. The school has strengthened its links with Castlebrae High School and its associated primary schools. This is supporting curriculum pathways and continuity in a range of curriculum areas.

How well is the school raising attainment and improving children's achievements?

Overall, staff at the primary stages are now planning more effectively for learning to ensure children make better progress. They are developing a shared understanding of what to expect children to achieve. We are pleased with the strong progress most children are making in literacy and English and their progress across the broad curriculum. Overall, the standard of children's attainment has improved. The

improved focus on professional dialogue and children's progress, together with approaches to identify children with additional support needs, helps form appropriate learning groups. Improved learning targets for children and feedback from staff is helping children to understand their next steps in learning and what they need to do to be successful. In the nursery class, most children are confident and know their routine well. They particularly enjoy being outdoors, exploring and investigating everyday objects as they play. Practitioners record achievements in literacy and numeracy. However, this needs to be done more consistently and approaches to assessing children's progress in the nursery class needs to improve. We have asked that nursery assessment information is gathered more effectively to ensure it accurately informs children's next steps in learning and demonstrates clearly the progress children are making. At the primary stages, the emphasis in developing children's skills in writing and its assessment has led to children achieving very well overall. Staff are growing in confidence and developing knowledge and understanding in making accurate professional judgements about children's progress and achievements. All staff should continue to develop approaches to analysing assessment information in order to track all children's progress effectively.

What happens next?

Overall, the inspection team is satisfied with the pace of change and the positive impacts evidenced through the professionalism of teachers, the improved curriculum and positive learning experiences for children. We are confident that the school has the capacity to continue to improve but more time is needed to evidence this more fully in the nursery class. The City of Edinburgh will continue to support the school and report progress to the Area Lead Officer in Education Scotland within 12 months of this inspection. This report will inform any decision made by Education Scotland on whether we will make a return visit. The City of Edinburgh Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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Appendix 3

Newcraighall Primary School **Follow-Through Report – August 2018**

1. The inspection

HM Inspectors published a report on the quality of education in Newcraighall Primary School in May 2016 and made a continuing engagement visit in May 2017. In the report the following strengths of the school were identified:

- The enthusiastic children who are eager to learn.
- The school's approaches to engaging and supporting families.
- The personal support provided for children, including through partnership working.

The following areas for improvement were identified:

- Improve approaches to self-evaluation to ensure consistently high-quality learning, teaching and assessment across the school.
- Further develop the curriculum to ensure children can make suitable progress in their learning.
- Raise attainment and ensure all children achieve as highly as possible.

An education authority team recently 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.

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

The main areas of focus are on improving approaches to self-evaluation to ensure consistently high-quality learning, teaching and assessment across the school, further developing the curriculum to ensure pupils make suitable progress in their learning and raise attainment to ensure all children achieve as highly as possible. There was a particular emphasis placed on ensuring the above improvements were made in the nursery.

2. How well is the school using approaches to self-evaluation?

The vision and values have been in place for a couple of years and are evident in various aspects of the life of the school. In particular the values underpin almost all relationships between children and children and staff. These relationships are caring and respectful.

Staff are aware of and take part in a range of self-evaluation activities which occur throughout the year to support improvement. There are opportunities for staff to lead in particular areas such as 'Building Resilience', Science and 'Rights Respecting Schools' with working parties established to drive forward these initiatives. Through the Building Resilience programme almost all pupils are taking part in sharing assemblies and most families are engaging well with the home learning tasks. Almost all children achieving at expected levels in Science. There is a progressive, skills based Science curriculum in place and forty pupils took part in an after-school science teacher led club last session. The school achieved the Bronze award for Rights Respecting Schools and work is progressing this session towards Silver. There is a shared responsibility for ensuring pupil progress with joint planning for universal and targeted support for a class or a particular group of learners. All class teachers are now involved in accessing and using data to make more informed decisions and they are able to talk about progress and attainment of individual pupils. Shared classroom experience within the school is used to support improvement in learning and teaching but there is scope to develop this further to ensure consistency of practice across the school as this has been negatively impacted by a high turnover of staff in the past year. In the nursery there is evidence of an organised approach involving the staff team, parents and children.

School plans are evaluated annually by staff and progress discussed.

Learners are enthusiastic about the opportunities in the school for wider achievements and for celebrating and sharing successes across the four contexts of learning. Children lead on activities and feel they have been able to shape what is on offer. Pupils have opportunities to make suggestions regarding school improvement through their Rights Respecting Student Committee.

#3. #####How has curriculum development contributed to ensuring all pupils make suitable progress?

Through improvement planning staff have a clear idea of the next steps in developing the curriculum to improve children's learning. The developments in science, including strong partnership working have raised the profile across the school. Children are enthusiastic and staff are being led and supported by the school science coordinator. A new cluster 'academy' transition programme includes science as one of the focus areas, alongside six other curricular areas. Improved attainment in writing is the main focus of the work undertaken in the 'academy'. The school should monitor and evaluate this new initiative throughout the year to ensure progression in learning and impact.

In the nursery planning for learning takes account of children's views and interests. Overly formal routines have now been reviewed and changed to offer children uninterrupted play during each session. The layout and resources have been reorganised, with underlying understanding of appropriate learning experiences being promoted by staff, and children's work prioritised. There is free-flow from indoor and outdoor areas and this is fully embedded. Staff make good use of observations from children problem-solving. Open-ended resources and sensory

opportunities have now extended to allow children possibilities for exploratory play experiences.

The school is currently reviewing how it reports to parents on pupil progress and views of parents have been sought and acted upon.

The school is implementing the local authority Resilience programme to support progression in learning across aspects of health and wellbeing. This links well with the school's values which are used as a means of encouraging positive behaviours and relationships and work towards Rights Respecting School Award.

Staff have worked on planning a progressive curriculum in most curricular areas. The school's skills based IDL programme was positively commented on in the continuing engagement report. Learner voice is evident in shaping learning in a context. There are strong links across the cluster and children spoke positively of working with cluster schools.

However the school should continue to focus on numeracy and maths curriculum to provide opportunities for children to apply their learning and develop their skills in numeracy across the curriculum. In addition more creative approaches and challenge should be developed in this area to ensure progression and increased attainment.

4. How well has the school raised attainment and ensured all children achieve as highly as possible?

Staff have worked collaboratively to agree progression in writing and are using the benchmarks to support teacher professional judgement. Moderation at school and cluster level has supported this process.

The head teacher, support for learning teacher and class teachers meet to discuss learner progress and identify and agree targeted interventions to support children with specific needs or gaps in their learning. A range of targeted interventions are used by the support for learning teacher, predominantly in classes, to help meet learner needs. This includes working with a range of groups within the class. More frequent tracking of progress should be used to evaluate effectiveness of interventions and if appropriate changes made to better support learners.

The school should continue to focus on consistent approaches in learning and teaching to ensure children understand where they are in their learning and their next steps

All staff should continue to develop approaches to analysing assessment information in order to track all children's progress effectively.

Attainment in Primary 1 last year improved from previous year in numeracy and all aspects of literacy including writing with most pupils achieving expected level. In Primary 4 the majority of pupils achieved expected levels in numeracy and literacy. In Primary 7 a third of pupils achieved expected levels in numeracy and literacy. The year group only had ten pupils and this can impact negatively on statistics. It is

important that the school maintains its focus on raising attainment for all including targeted support for individual learners not yet on track to meet national standards.

Staffing shortages over the last year impacted negatively on the pace of change but there is now a full compliment of staff in place for this session and the school has reviewed the action plan to consider next steps.

In the nursery there is strong pedagogical leadership and evidence of differentiation particularly around confidence of children when making choices and following their own interests. There are a number of literacy and numeracy opportunities throughout the provision. High quality interactions were evident between children and staff and support the learning experiences. There has been a focus on experimenting and problem-solving that is particularly evident in planning.

In conclusion, Newcraighall Primary School is a small “village” school within the boundaries of the City of Edinburgh. Staff, pupils and parents have worked together and have continued to make progress in each of the areas noted in the inspection. However, the impact of their work would be further supported by:

- Providing a more robust and consistent tracking mechanism to reflect the impact of the school’s work in raising attainment in children’s progress.
- Continue relentless focus on developing staff skills in learning and teaching by embedding learning from last session.
- The quality improvement and self evaluation calendar should reflect the main priorities and provide opportunities for staff to engage in shared experiences to learn from each other.
- Ensuring the Head Teacher has a clear overview of whole school improvements.
- Further extend children’s leadership opportunities and to include Nursery community.

The QIEOs for the school and nursery will continue to work with the Head Teacher to support and challenge progress across the school. They will plan for improvement in the aspects noted above which will be reviewed in the next Standards and Quality report.

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Sub-Committee on Standards for Children and Families

10.00am Wednesday 25th September, 2019

St Cuthbert's RC Primary School Follow Through

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 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

Contact: Jackie Reid, Quality Improvement Manager

E-mail: Jackie.reid2@edinburgh.gov.uk

Report

St Cuthbert's RC Primary Follow Through

2. Executive Summary

- 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 St Cuthbert's 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

- 3.1 In May 2019, a team of Quality Improvement Education Officers, representing the primary sector visited St Cuthbert's RC Primary School and Language Class. During their visit they engaged with focus groups of staff 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

- 4.1 The senior leadership team has worked hard to lead the development and improvement in areas highlighted in the inspection report.
- 4.2 The school recognises the need to further develop learning, teaching and assessment across the school and to continue to consult meaningfully with all stakeholders.
- 4.3 **Develop a framework of assessment to support teacher's professional judgements**

- 4.4. The school has worked hard to develop a whole school framework for assessment, particularly in numeracy. This has been based on the needs of learners, developed collaboratively and grounded in professional dialogue around pedagogy.
- 4.5 Feedback to learners has been a focus for the school and this approach has been used to ensure learners feel challenged. Learners have been part of this development and their voice has been integral to this approach.
- 4.6 The school has led and worked collaboratively with its cluster to develop confidence in assessment and moderation. Staff are clear that achieving consistency and clarity around progress and achievement within and at the end a level is their priority.
- 4.7. **Continue to develop the rigour in the schools' approaches to self-evaluation leading to raising attainment further**
- 4.8 All teachers are involved in practitioner enquiry. This collaborative approach to self-evaluation and improvement has allowed them to focus on specific aspects of pedagogy they identify as requiring improvement. Staff talk confidently about the impact of this work on learners.
- 4.9 Since the inspection, attainment has been improved or maintained in P1,4 and 7 in both literacy and numeracy. The school is confident that the focus on developing numeracy is already showing further signs of improvement.
- 4.10 The school is committed to focusing on the progress made by each individual learner. The Language and Communication classes have been fully involved in this work. This inclusive approach is benefitting learners across the whole school.
- 4.11 The ethos of the school is very strong, and it clearly values the contribution of all stakeholders which provides an ideal environment for continual improvement. The school should continue to nurture this and the focus it has on improving pedagogy.
- 4.10 The Quality Improvement Education team found that St Cuthbert's RC Primary had made good progress in all the four areas highlighted by Education Scotland in June 2017. The QIEO for the school 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

- 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

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

7. Stakeholder/Community Impact

- 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

- 8.1 None

9. Appendices

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



6 June 2017

Dear Parent/Carer

In April 2017, a team of inspectors from Education Scotland visited St Cuthbert's RC Primary School and Language and Communication Classes. During our visit, we talked to parents/carers and children 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:

- The effectiveness of the headteacher's leadership and her success in continuously improving outcomes for children.
- Shared leadership amongst the staff team and their skills in motivating children in their learning. The children are enthusiastic, polite and confident and take pride in their achievements.
- The focus on inclusion and positive relationships founded on mutual respect and shared values.
- The quality of children's attainment in literacy and English and their wider achievements.
- The personalised support provided to children enabling them to succeed.

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

- Develop a framework of assessment to support teacher's professional judgements.
- Continue to develop the rigour in the school's approaches to self-evaluation leading to raising attainment further.

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*¹? 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 St Cuthbert's RC Primary School:

Leadership of Change	very good
Learning, teaching and assessment	good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	very good

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/edinburgh-city/5529328>.

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.

Susan Gow
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

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Summarised inspection findings

St Cuthbert's RC Primary School

The City of Edinburgh Council

SEED No: 5529328

27 June 2017

1.3 Leadership of change

very good

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*

- Overall, leadership of change is a major strength in ensuring the school's continuous improvement. The strengths in leadership have a significant, positive impact on the school's supportive ethos and what it wants to achieve for children. The headteacher is effective and confident in her role in leading change and school improvement. She is clear about her vision for the school and sets high standards. Staff contribute generously to the achievements, wellbeing and inclusion of children.
- The school's values are based on the Catholic faith. This is a strong feature of the school which is valued by parents and the wider community. The headteacher and promoted staff are committed in their roles and ensure continuous improvement is sustained. They know the school and its community well and have fostered positive links over a period of several years. The headteacher continues to be responsive to the changing demographics of the local population and has a strong focus on achieving the best for all children. This leads to a vision that is continually evolving and building on the strengths of the school while also recognising the challenges to be overcome and the identified next steps taken forward. The headteacher has judged the pace of change well and has started the process of refreshing the school's vision to more accurately reflect its now diverse and multi-cultural context. The school is widening its approaches to consult with parents and community partners in developing its strategic vision and sharing this more widely. This links well to the school's developments in its rationale for the curriculum and as a 'Rights Respecting' school.
- The leadership team, including the recently appointed acting DHT and PT have clearly defined roles and remits and work effectively together in motivating staff in self-evaluation. The impact on improvement is evident in high levels of attendance and the strong emphasis placed on inclusion. The leadership team is becoming systematic in gathering evidence about the school and changes leading to improvement. Children are increasingly aware of what they need to do to be successful, have a voice in improving the school and take pride in their achievements. Very good progress is being made in raising awareness of children's rights and the school's values. Children are actively involved in making decisions about their school and are successful in leading a growing range of responsibilities.
- Improvement planning and priorities are evaluated regularly and progress tracked systematically. Self-evaluation is based on a growing range of robust evidence. The headteacher regularly reviews learning and teaching and curriculum plans. This has led to positive professional relationships founded on mutual respect and a staff team committed

to self-improvement. The headteacher and staff should continue to develop rigorous self-evaluation using national benchmarks across curriculum areas and continue to look outwards to learn from and share good practice. Staff take active leadership roles that have led to improvements in the wide range of clubs children participate in, children's awareness as global citizens and the use of digital technologies to support learning. Staff and partners in the community promote and support innovation. Collaborations have been particularly successful through the Pope Francis Awards supported by the Parish Priest, John Muir and JASS Awards supported through Forest Schools and creation of new clubs such as Parkour led by parents and the Active School's Coordinator. Staff should continue to take forward the school's plans for excellence and equity and evaluate the impact of teacher led initiatives on outcomes for children through developing professional enquiry. The headteacher and staff have a well-established cycle of improvement planning and evaluation of standards which is well placed to be aligned to the National Improvement Framework and to involve children and parents in this.

2.3 Learning, teaching and assessment

good

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*

- The school has a very positive ethos for learning. This is supported by a nurturing and caring environment where all staff show a clear commitment to children's welfare and development. This is underpinned by values of the Catholic faith. Almost all children enjoy learning at school and feel their teachers are supporting them well in their learning. They are happy in class and show confidence in themselves. Children are highly-motivated and readily participate in their learning experiences. They work well individually, as pairs and in groups and enjoy their tasks. In most classes, lessons are well matched to learners' needs. There is scope however to further develop the level of challenge experienced by children in numeracy and mathematics. Children, who require additional help with their learning, including those with English as an additional language, are very well supported in their learning.
- Children's views are sought through a range of planned activities, including the pupil council, eco committee and the Rights Respecting Schools group. Most children say that the school listens to their views and takes them into account.
- Overall, the quality of teaching is good, and in the best lessons very good. Staff know the children very well and have achieved an inclusive and supportive learning environment founded on their strong values. All staff manage classes well and use a range of positive strategies to support the wide-range of learners' needs. In all lessons, teachers consistently share the purpose of learning with children and discuss with them how they know when they have been successful. Children are actively involved in developing the success criteria for lessons. Almost all lessons observed were well organised and the content of tasks relevant for learners. In almost all classes, a wide variety of teaching approaches are used including active learning, outdoor learning, group tasks and the use of games. Good use is made of digital technology to enhance learners' experiences at all stages across the curriculum. Children make skilled use of tablets for research and to strengthen their understanding of key concepts in numeracy at all stages in the school. All staff provide clear explanations and instructions. There is scope for staff to develop their questioning techniques to promote higher-order thinking skills and to increase challenge in problem solving activities.
- Children talk confidently about their learning and are well involved in assessing their own progress through regularly setting targets to improve aspects of their learning. There is scope to develop this so that children are fully involved planning their learning, making choices and leading their learning. Staff provide helpful oral feedback to children on their performance. Overall the effectiveness of written feedback to children could be more consistent across all classes to help inform them of their next steps.

- Most teachers use a range of assessment strategies, including peer and self-assessment, to monitor children's progress. In addition, the school uses a variety of assessment information, including standardised tests, to provide summative assessment of children achieving a level. However, the school's approaches to assessment need further development. Staff should develop consistency in using assessment data when planning the next steps for learning and teaching. The staff are aware of the need to develop a framework of assessment.
- Staff plan key aspects of the curriculum effectively and make good use of national advice and local progression frameworks when planning learning. The school should continue to develop collaborative approaches to planning across and within levels. Children's progress is monitored regularly and the headteacher and staff engage in professional dialogue about children's progress. The main focus of tracking and monitoring approaches is attainment in literacy and numeracy. The school is aware of the need to have clear information on children's attainment for all aspects of the curriculum.

Quality of provision of the language and communication classes (contributes to school evaluations)

Context

The school has a specialist unit of two classes for children identified by The City of Edinburgh Council as having additional language and communication support needs.

Leadership of change

- Staff are committed to ensuring success for all learners and provide opportunities for success across the whole school community. Staff should develop further and share the vision for change and improvement linked to its context as part of the whole school.
- Staff value and engage in regular professional dialogue, collegiate learning and self-evaluation and contribute to plans for continuous improvement. This has a positive impact on approaches to learning, teaching and assessment.
- Staff have identified next steps for improvement and should now gather robust evidence to measure progress.

Learning, teaching and assessment

- There is a positive ethos and culture that reflects a commitment to children's rights and positive relationships. Each class has clear routines that support children to feel secure, be independent and exercise choice. Staff explanations and instructions are clear and are well supported by the use of visual timetables and prompts. Staff use skilled questioning that engages children and promotes their thinking. The views of children are valued and acted upon and this is having a positive impact on their engagement in learning.
- Staff use a range of methods to differentiate learning and support a brisk pace to routines and learning. Almost all children show a consistent interest in their learning and most are able to discuss what they are learning with others.
- All children work independently on tasks supported by a high level of direct staff intervention. Children should build on a growing range of opportunities that help them to take an increasing responsibility for leading their own learning. Staff should develop children's resilience within a wider range of contexts and increase the focus on developing children's skills for learning, life and work. More opportunities for learners to apply particular skills across a wider range of settings will help ensure children's skills are built upon systematically.
- Staff make good use of digital technology and specialist resources to support literacy and help children to understand and manage their emotions. They use a range of assessment approaches that allow children to demonstrate learning and support decisions about next steps.
- Staff know all of the children very well and monitor and evaluate children's individual progress. They use the wellbeing indicators to evidence children's achievement and there is scope to use this to involve children further in reviewing their progress. Systems to track learner's progress should be developed further.

Ensuring wellbeing, equality and inclusion

- There is clear evidence that approaches used to promote wellbeing are resulting in positive outcomes for children. Staff work closely as a team and communicate well together. Children demonstrate respect for each other and an awareness of each other's needs. Staff work collaboratively to create an environment where children feel listened to and able to discuss personal and sensitive aspects of their lives because they feel cared about. Staff use outdoors to provide additional space for learning and this helps to maintain positive relationships and wellbeing.
- The school has appropriate arrangements in place to meet its statutory requirements
- Children share the dining hall and playground with children in mainstream classes. Opportunities for inclusion are relevant and successful. There are examples of children achieving success in swimming and art. There is scope for staff to develop these opportunities further as part of planned learning.

Raising attainment and achievement

- Most children make good progress from their prior levels of attainment in literacy and numeracy. Support for learning is clearly outlined in individual profiles. Achievements are linked appropriately to wellbeing indicators. Staff should now introduce increased aspirations to some learning targets.
- Staff use assessments effectively to make confident professional judgements about how well children are learning and progressing. A more robust tracking system will help to ensure all children make continuous progress.
- Staff have systems in place to promote equity of success and achievement for children. Inclusion opportunities are carefully planned and children have the opportunity to build on these based on individual strengths and needs. Staff should continue to develop this further to ensure the best level of challenge for each learner.
- Children are becoming confident in taking responsibility for their learning tasks. Staff should now focus on developing children's awareness of themselves as learners and their learning journey.

Other information

- The school selected QI 2.4, Personalised Support, as its focus for the inspection team.
- Staff in the unit identify children's needs well and focus on supporting children to establish positive relationships as the basis for all learning. Children benefit from this universal support that helps them to restore positive interactions and to feel safe and ready to learn. Staff's use of assessment and in-depth knowledge of children helps them to identify relevant strategies that are specific and support children to engage in and enjoy learning.
- Targeted support builds on the strong ethos and climate of mutual respect and is timely and relevant. Children have appropriate long and short-term targets in literacy, numeracy and health and wellbeing. Overall, targeted support is having a positive impact on engagement with learning, and personal and social development. Staff know children's needs very well and barriers to learning such as communication, low self-esteem and resilience are tackled in a proactive manner to ensure they are minimised.

- Staff work effectively in partnership with parents and partners in meeting the needs of children with additional support needs. Parents and partners speak very positively about the language and communication classes.

2.2 Curriculum: theme 2: Learning Pathways

- Staff are effective in developing literacy, health and wellbeing and digital literacy across the curriculum.
- Staff refer to and make good use of the experiences and outcomes when planning across all areas of the curriculum. They make very good use of The City of Edinburgh Council progression framework for literacy which is supporting continuity in the development of children's reading skills.
- There are very good examples of children developing and applying their literacy skills across their learning. In the best examples, these are developed in real-life and meaningful contexts. There are fewer examples of numeracy and mathematics being developed across the curriculum. However, children are regularly experiencing quality learning in numeracy and mathematics outdoors. Children have many opportunities to apply their skills in the four capacities through participation in a wide range of clubs. This is clearly demonstrated through their success in wider achievements.
- Staff are aware of the importance of children applying their learning in different contexts. There is scope to give children a stronger voice in informing and shaping the direction of this learning through interdisciplinary learning.
- The school provides two hours of physical education and two and a half hours of religious education each week.
- Staff should implement fully the recently devised progression framework for mathematics and numeracy and simplify the planning process to ensure progression pathways development key skills while also reducing unnecessary bureaucracy.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

- Overall parents are very happy with the communication from the school and the ways in which they are involved. Staff communicate with parents in a range of ways to ensure they are informed of school news and events. Information of what and how children are learning is available on the website, through social media and by regular newsletters. The school, together with the Parent Council, should continue with its plans to further develop ways of engaging parents in their children's learning.
- Parents are very positive about the range of after-school clubs available for their children. Parents, staff and partners lead the clubs and all are very well attended. The strong links the school has fostered with parents and partners in the community have a positive impact on children's achievement and awareness of skills for work and life.
- In most classes parents are invited to comment on children's progress towards their learning targets. The school should take forward ways to involve all parents more in setting and reviewing these targets with the children.

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. Areas for development have been agreed with the school and the education authority

3.1 Ensuring wellbeing, equality and inclusion

very good

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*

- Ensuring children's wellbeing is a major strength of the school's provision. In recent times, the focus on initiatives such as restorative practices and 'Rights Respecting Schools' are impacting positively on children's wellbeing overall. The school places high importance on shared understanding of the value of every individual. Generosity underpins the school's approaches to pastoral care and contributes to a very warm and welcoming environment where children feel valued, respected and included. Staff and children understand and use wellbeing indicators with confidence. The strong positive ethos founded on Gospel values is a key feature of the school and it is held in high esteem within its community. Children are actively involved in the life and work of the school. Staff set high standards of care and respect and are proactive in promoting positive relationships in classrooms, the playground and in wider learning activities. They should consider ways in which they can build on the very positive partnerships and continue to find creative ways to consult with and engage parents in their children's learning.
- The emphasis placed on health and wellbeing leads to the clear understanding children have of fitness and healthy lifestyles. They are developing leadership skills and contribute confidently to the leadership of the school through their involvement in a variety of committees. Children enjoy the range of experiences they have to learn outdoors which has developed as a result of their views being sought and acted upon. The school makes very good use of the local environment to make learning relevant and motivating and linked to wellbeing. Children are proud of their development of the school grounds which offer a stimulating environment for learning.
- The school has effective strategies in place to help children overcome any barriers to their learning. Those who have additional support needs are supported effectively through meaningful individualised learning plans. All staff promote positive relationships and know the children and their families very well. The individual needs of learners are identified early and support and interventions targeted effectively. Systems to monitor, track and plan for individual learners are managed thoroughly and sensitively.
- A strong emphasis is placed upon inclusion and support for pupils. Children with English as an additional language are included well and making good progress overall. Children are supportive of one another and understand the needs of those who have additional learning needs. They understand well that the school aims to involve all children equally in the life of the school. They value their involvement in committees and the influence they have. The staff and children have a very clear understanding of equalities and what this means in terms of relationships, race, disability and gender. They are very

welcoming and inclusive towards new children and families. They have a good awareness of diversity and other cultures. The school provides children and young people with opportunities to explore diversity and multi-faith issues. The school runs events to celebrate different cultures and these are well attended by parents and children. The school's well implemented policy on equalities is regularly updated.

3.2 Raising attainment and achievement

very good

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*

Overall attainment in literacy and numeracy:

- Assessment data provided by the school is based on teachers' professional judgements and on-going school assessments. This is supported by standardised testing and by regular professional dialogue with the school leadership team (SLT). Most children achieve expected levels in literacy across the school with some exceeding these expectations. Overall, most children achieve appropriate levels of attainment in numeracy and mathematics. Teachers are developing confidence in making robust professional judgements.

Attainment in literacy and English:

- Overall, attainment in literacy and English is very good. Most children across the school are making very good progress in literacy. Almost all children at P1 and P4 achieve expected national levels. Most children across the school achieve expected levels in listening and talking, reading and writing. The school's attainment data correctly identifies that almost all children at P2 and P3 are making very good progress towards achieving first level. Most children in P5 and P6 are expected to achieve the second level by the end of P7 or before.

Listening and Talking:

- Across the school children identify the skills required for effective listening and talking. Most children listen attentively to adults and one another. They work effectively in pairs and groups. They present their ideas confidently and share learning with others. At the Curriculum for Excellence early level, children politely take turns to talk about their feelings and experiences and listen respectfully to others. They are developing skills in listening to stories and re-telling them in sequence. Most children working towards achieving first level, select texts and talk clearly about their preferences. They demonstrate the attributes of a good audience. Almost all children at second level work well in collaborative situations showing respect and patience for others. They contribute well to class discussions and are developing skills in persuasive debate. They discuss features of effective speaking such as use of language, facial expression and tone.

Reading:

- Most children read well with fluency and expression. At Curriculum for Excellence early level, almost all children are aware of environmental print and correctly identify initial sounds and recall and repeat parts of a story or song. Most children working towards achieving first level distinguish between fiction and non-fiction texts and accurately explain the difference. They confidently discuss their favourite books and authors. At second level, almost all children know the features of different genres. They make informed

choices about what they read and give reasons. They are developing the skills of skimming and predicting texts.

Writing:

- At the early level, most children are developing early writing skills and form letters legibly. They identify initial sounds and use their understanding of phonics to write simple sentences. At first level, almost all children use story maps well to plan their writing. They retell and write simple stories in sequence. They are developing grammatical structures and use vocabulary well to enhance extended writing. Children working at second level, make effective use of digital and visual media to support their writing. They are developing skills in editing and re-drafting to refine and improve their writing.

Attainment in numeracy and mathematics:

- Overall children's attainment in mathematics and numeracy is good. By the end of P1 and P4, most children achieve the expected level of attainment. The majority achieve second level by the end of P7 in 2016 and most should achieve this during the current session. The school is focused appropriately on improving attainment from P5 to P7. The school's attainment data correctly identifies that most children at P2 and P3 are making good progress towards achieving first level. Most children in P5 and P6 are expected to achieve the second level by the end of P7 or before.

Number, money, measure:

- Across the school most children show strength in number. Most children working at P1 work with confidence on addition skills within 20. They are developing their understanding of doubling. Most children at P4 round numbers to the nearest 10 with confidence and partition numbers to aid addition. Most children in P7 accurately find fractions of an amount and identify factors and square numbers.
- Almost all children in P1 recognise most coins. By P4, children use a variety of coins to create simple amounts. By P7, most children plan a range of activities to find costs using a variety of sources including digital technologies.
- Children in P1 accurately show o'clock times on an analogue clock face. Children in P7 convert decimals of metres to centimetres and kilograms to grams. They convert 12 hour times to 24 hour digital time with confidence. There is scope to develop children's understanding of rounding numbers to a given number of decimal places.

Shape, position and movement:

- Children across the school identify a range of 3D objects. Children in P4 identify lines of symmetry with confidence. Children in P6 are confident in using perimeter and area in real life contexts. By P7, children have a secure knowledge of angles.

Information handling:

- Children at all stages regularly explore a range of statistical diagrams. At P4, children understand probability and chance appropriately. However, they are not yet familiar with the language relating to probability and chance. By P7, a few children are confident in finding simple probabilities of an event occurring. This is an aspect which could be developed further for all children.

Attainment over time:

- There is an improving pattern of attainment in literacy and numeracy over time. Staff participate in moderation activities within the school and at cluster level. There is scope to build on the very good outcomes in literacy and English to ensure children make similarly improved progress in numeracy and mathematics.
- The school tracks pupils' attainment over time in literacy and numeracy. Staff engage in termly tracking meetings with senior managers and at regular, informal intervals throughout the year. These have a focus on individual children's progress and build on data from standardised tests and teacher judgements from both formative and summative assessments. Children identified as having barriers to their learning are making appropriate progress.

Overall quality of learners' achievement:

- Children's wider achievements are a major strength. Across the school children are skilled in the four capacities of Curriculum for Excellence. Their achievements are valued and shared well through assemblies, wall displays and awards. Children are proud of their school and their successes. They are very enthusiastic about gaining the Green Eco flag and developing the school grounds. P6 children are working towards the Pope Francis Award and learning about caring for others. The wide range of extra-curricular opportunities are well attended. Many children continue to build on their skills in sporting and cultural activities as they move on to St Augustine's High School. The school monitors participation to ensure that any barriers to participation are minimised.

Equity:

- The school has a very good focus on promoting equality and achieving equity of success for all learners. All staff are aware of the demographic context of the school and how to support children and their families. As a result, staff know the children very well and are aware of any potential barriers to learning. They actively intervene to ensure that they minimise any issues related to equity through a supportive and nurturing ethos. They provide a range of support to children and their families to help them actively engage with their learning. There is no identifiable pattern to underachievement attributed to disadvantage. The headteacher is at an early stage of targeting the use of the recently allocated Pupil Equity Funds.

2.4 Personalised support

- **Theme 1- Universal support**
- **Theme 2- Targeted support**
- **Theme 3- Removal of barriers to learning**

- The school provides high quality support that enables all children to achieve success. Staff encourage children to do their best and provide quality learning experiences overall. In most lessons, teachers plan tasks and activities that meet the needs of most children well. Staff work effectively together to plan for groups and individuals. They should now look at ways to raise expectations for those individuals and groups who are capable of increased challenge in their learning. Most children talk confidently about their learning and know what they need to do to be successful. Children are at the centre of planning and staff talk regularly with them about their progress. Staff know and respond well to individual needs and promote and support their wellbeing. There is scope to build upon the established personal learning plans and increase opportunities for children across the school to be more actively involved in setting targets and evaluating their progress. All staff place a high value on support for children's wellbeing and are committed to professional learning to increase their skills to meet the significantly diverse needs of children. Professional knowledge is augmented through effective partnership working with a range of specialist resources.
- The provision of targeted support is a key feature of the school's provision. Targeted intervention is well planned and delivered effectively within the authority's pathways of intervention framework. Across the various stages of intervention, concerns raised by class teachers are shared and acted upon timeously. Targets within individualised plans are clear and address children's main barriers to learning. These are reviewed regularly with input from parents and partners. The school works well with a range of partners to deliver very well targeted support. Class teachers seek out and follow advice provided by specialist support staff in respect of individual children. The skilled learning assistants work effectively alongside class teachers to support individuals and groups. They liaise closely with class teachers to focus their input and maximise their impact on learning. Relevant information is recorded and shared appropriately.
- The staff team works effectively to ensure barriers to learning are minimised. All staff take great pride in their work to support all children and are unrelenting in their quest for children to be successful. The strong inclusive environment is a hallmark of the school's success.

Particular strengths of the school

- The effectiveness of the headteacher's leadership and her success in continuously improving outcomes for children.
- Shared leadership amongst the staff team and their skills in motivating children in their learning. The children are enthusiastic, polite and confident and take pride in their achievements.
- The focus on inclusion and positive relationships founded on mutual respect and shared values.
- The quality of children's attainment in literacy and English and their wider achievements.
- The personalised support provided to children enabling them all to succeed.

Agreed areas for improvement for the school

- Develop a framework of assessment to support teacher's professional judgements.
- Continue to develop the rigour in the school's approaches to self-evaluation leading to raising attainment further.

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. 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.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.

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Appendix 3

St Cuthbert's RC Primary School Follow Through Report

In June 2017, Education Scotland published a letter following the inspection visit to St Cuthbert's RC Primary School. The letter set out two areas for improvement which were 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.

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 sets out what we found.

Develop a framework of assessment to support teacher's professional judgements

The school has worked hard to develop a robust framework for assessment, particularly in numeracy. A whole school approach to developing clear progression pathways and assessment approaches across numeracy and mathematics has been developed. The approach used has been very collaborative, with staff across stages working together and sharing, through professional dialogue discussions around pedagogy, assessment approaches and resources best suited to meet the needs of learners. Staff are ambitious for all their learners and see it as vital that the pathways will support them in this endeavor. Learners feel they are being challenged appropriately in class and receive helpful verbal feedback. They have also been consulted meaningfully as part of this process and their feedback is further shaping this work. Staff talked very positively about the approach used in developing this work and the importance placed on their part in the process. The Head Teacher has provided time for this to be developed which has led to the work being valued and truly collaborative.

Cluster moderation work has been crucial in developing staff confidence in relation to supporting teacher's professional judgement. The school has successfully led this work across the cluster in literacy. The focus for this year is numeracy. Staff are clear that achieving consistency and clarity around progress and achievement within and at the end a level is their priority.

The school should continue to develop staff confidence in using the benchmarks across other curricular areas. In addition, they should provide more differentiated learning across all curricular areas.

Continue to develop the rigour in the schools' approaches to self-evaluation leading to raising attainment further

All teachers are involved in practitioner enquiry through their improvement cycle work. This collaborative approach to self-evaluation and improvement has allowed them to focus on specific aspects of pedagogy they identify as requiring improvement. Professional dialogue is key to this process and staff talk confidently about the impact of this work on learners. The school has been proactive in looking outwards across the cluster and beyond to support this improvement agenda.

Since the inspection, attainment has been improved or maintained in P1,4 and 7 in both literacy and numeracy. The school is confident that the focus on developing numeracy is already showing further signs of improvement. This improvement is also due to the shift in focus to the progress made by each individual learner which has been supported by their work on visible learning. The Language and Communication classes have been fully involved in this work. This inclusive approach is benefitting learners across the whole school and compliments the Social Communication Emotional Regulation Transactional Support training undertaken by this team.

The ethos of the school is very strong and it clearly values the contribution of all stakeholders which provides an ideal environment for continual improvement. The school should continue to nurture this and the focus it has on improving pedagogy.

St Cuthbert's RC Primary school has made good progress in both areas highlighted by Education Scotland in April 2017. The QIEO for the school 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.

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