

Notice of meeting and agenda

Sub-Committee on Standards for Children and Families

10.00 am Wednesday, 11th December, 2019

Dunedin Room - City Chambers

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

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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** 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** Minute of Sub-Committee on Standards for Children and Families of 25 September 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** Primary School Inspection at Balgreen Primary School – report by the Executive Director for Communities and Families 15 - 30
(Councillors Corbett, Dixon, Douglas, Fullerton, Gloyer, Graczyk, Johnston, Key, Frank Ross and Wilson invited for Ward/catchment interest)
- 5.2** Primary School Inspection at Colinton Primary School and Nursery Class – report by the Executive Director for Communities and Families 31 - 54
(Councillors Arthur and Doggart invited for Ward/catchment interest)
- 5.3** Primary School Inspection at Gracemount Primary School – 55 - 80

report by the Executive Director for Communities and Families
(Councillors Cameron, Howie, Macinnes and Smith invited for
Ward/catchment interest)

- 5.4** Primary School Inspection at Prestonfield Primary School – report 81 - 118
by the Executive Director for Communities and Families
(Councillors Burgess, Cameron, Kate Campbell, Mary Campbell,
Child, Howie, Macinnes, Rose and Smith invited for
Ward/catchment interest)

6. Inspection Follow Through Reports

- 6.1** Blackhall Primary School - Inspection Follow Through – Report by 119 - 146
the Executive Director for Communities and Families
- 6.2** HMI Continuing Engagement Visit at Bonaly Primary School 147 - 174
Nursery Class – Report by the Executive Director for
Communities and Families

Laurence Rockey

Head of Strategy and Communications

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 – Balgreen Primary School

Richard Napier, Head Teacher

Parent Representative

10.20am – Colinton Primary School and Nursery

Sonja Brown, Head Teacher

Parent Representative

10.40am – Gracemount Primary School

Greg Dimeck, Head Teacher

Parent Representative

11.00am – Prestonfield Primary School

Ben Horsburgh, 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 .

Minutes

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

10.00am, Wednesday 25 September 2019

Present:

Councillors Dickie (in the chair), Perry and Webber (substituting for Councillor Laidlaw)

Non-Members Attending:

Communities & Families Directorate

Jackie Reid, Quality Improvement Education Manager

Roberta Porter, Acting Quality Improvement Education Manager

St Francis RC Primary School

Margot MacAlister, Head Teacher

Sylvia Henderson, Business Manager

Tracy Donaldson Dixon, Parent Council Representative

St Ninian's Primary School

Angie Brack, Head Teacher

Brunstane Primary School

Kevin Brack, Head Teacher

Mark Smith, Parent Council Representative

Dawn O'Neill, Parent Council Representative

Davidson's Mains Primary School

Lesley Nock, Head Teacher

Andy Sims, Parent Council Representative

1. Minutes

Decision

To approve the minute of the Sub-Committee on Standards for Children and Families of 30 April 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. St Francis RC Primary School Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at St Francis RC Primary School. A letter dated 4 June 2019 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was progressing.

The Head Teacher, Parent Council representative and the Quality Improvement Education Manager were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school.

Decision

- 1) To note the findings of the report by Education Scotland including the areas where the education authority and the school should continue to improve the school.
- 2) To receive an authority inspection follow through report within two years of the publication of the inspection letter.

(Reference: report by the Executive Director for Children and Families, submitted)

4. St Ninian's RC Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at St Ninian's RC Primary School. A letter dated 25 June 2019 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was progressing.

The Head Teacher and the Quality Improvement Education Manager were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school.

Decision

- 1) To note the findings of the report by Education Scotland including the areas where the education authority and the school should continue to improve the school.
- 2) To receive an authority inspection follow through report within two years of the publication of the inspection letter.

(Reference: report by the Executive Director for Children and Families, submitted)

5. Brunstane Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Brunstane Primary School. A letter dated 30 April 2019 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was progressing.

The Head Teacher, Parent Council representatives and the Quality Improvement Education Manager were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school.

Decision

- 1) To note the findings of the report by Education Scotland including the areas where the education authority and the school should continue to improve the school.
- 2) To receive an authority inspection follow through report within two years of the publication of the inspection letter.

(Reference: report by the Executive Director for Children and Families, submitted)

6. Davidson's Mains Primary School – Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Davidson's Mains Primary School. A letter dated 4 June 2019 had been sent to parents/carers on the outcomes of the inspection and the evaluations on how well the school was progressing.

The Head Teacher, Parent Council representative and the Quality Improvement Education Manager were heard on the inspection process and the areas agreed with Education Scotland to continue to improve the school.

Decision

- 1) To note the findings of the report by Education Scotland including the areas where the education authority and the school should continue to improve the school.
- 2) To receive an authority inspection follow through report within two years of the publication of the inspection letter.

(Reference: report by the Executive Director for Children and Families, submitted)

7. Leith Academy – Inspection Follow Through

HM Inspectors had published a report on the quality of education in Leith Academy in April 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 29 January 2019 (item 3); report by the Executive Director for Communities and Families, submitted)

8. Newcraighall Primary School – Inspection Follow Through

HM Inspectors had published a report on the quality of education in Newcraighall Primary School in June 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 6); report by the Executive Director for Communities and Families, submitted)

9. St Cuthbert's RC Primary School – Inspection Follow Through

HM Inspectors had published a report on the quality of education in St Cuthbert's RC Primary School in June 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 7); report by the Executive Director for Communities and Families, submitted)

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, 11 December 2019

Primary School Inspection at Balgreen Primary School

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 Communities and Families

Contact: Jackie Reid, Quality Improvement Education Manager

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 469 3364

Report

Primary Inspection at Balgreen 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.
- 2.3 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 June 2019, a team of inspectors from Education Scotland visited Balgreen Primary School. 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:
 - 4.1.1 Approaches to promoting positive relationships where children feel supported to achieve. Children are eager to learn and capable of taking greater responsibility for their own learning.
 - 4.1.2 Positive steps taken to improving children's attainment in numeracy at the early stages of the school. Children are more confident in using strategies to solve number problems.
 - 4.1.3 Strong sense of teamwork amongst teachers who are self-reflective and keen to contribute to school improvement.
- 4.2 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- 4.2.1 Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning.
- 4.2.2 Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.
- 4.2.3 Develop a shared strategy for raising attainment across the school.

4.4 More detailed Summarised Inspection Findings are available on <https://education.gov.scot/media/0fph1oyf/balgreenpssif170919.pdf> and are included as Appendix 2.

4.5 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	3 Satisfactory	3 Satisfactory

4.6 Progress Made with Identified Area of Development

The school has created a detailed action plan to ensure progress across the identified areas of development, and the School Improvement Plan for this session has begun to address each area of development as follows:

4.6.1 Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning.

- The school has reviewed the template ('graffiti wall') that they use for shared classroom experience to record observations and stimulate dialogue (October).
- All teaching staff worked collaboratively to agree on strategies to give pupils opportunities to lead their learning through co-creation of success criteria (November).
- Staff have revisited the current Assessment is for Learning Toolkit and agreed key features of strong practice in learning and teaching (November).

4.6.2 Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.

- Staff will engage in two cluster professional learning sessions in January and March with a focus on use of benchmarks within assessment.
- The SLT are working on implementing the new authority tracking and monitoring system that captures added value, interventions, and barriers to learning in addition to wider achievement.

4.6.3 Develop a shared strategy for raising attainment across the school.

- The school has arranged a programme of CLPL sessions between January and March which focusses on whole school approaches to teaching literacy through implementing the City of Edinburgh's writing strategy.
- A staff session is planned for February to review the BGE Achievement of a Level documentation and support the broadening of the evidence base that teachers draw from in order to inform Achievement of a Level judgements.

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 inspection 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

17 September 2019

Dear Parent/Carer

In June 2019, a team of inspectors from Education Scotland visited Balgreen 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.

- Approaches to promoting positive relationships where children feel supported to achieve. Children are eager to learn and capable of taking greater responsibility for their own learning.
- Positive steps taken to improving children's attainment in numeracy at the early stages of the school. Children are more confident in using strategies to solve number problems.
- Strong sense of teamwork amongst teachers who are self-reflective and keen to contribute to school improvement.

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

- Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning.
- Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.
- Develop a shared strategy for raising attainment across the school.

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 Balgreen Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	good
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/5521025>

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.

Dennise Sommerville
HM Inspector

Summarised inspection findings

Balgreen Primary School

The City of Edinburgh Council

17 September 2019

Key contextual information

Balgreen Primary School is a non-denominational school, which serves the community of Balgreen in Edinburgh. The school's provision comprises 14 primary classes. In June 2019, the primary school roll was 348.

The senior leadership team comprises a headteacher, two depute headteachers and a principal teacher. The headteacher has been in post for three years.

At the time of inspection, the school was undergoing significant refurbishment.

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

Learning and engagement

- The whole-school focus on developing a nurturing, caring ethos has been successful in placing quality relationships at the heart of the school community. This is now evident in the interactions between staff and children, and increasingly between children. It is observed in the routine of 'meet and greet' when children are formally welcomed into the classroom. This is supporting children in their readiness to learn. As planned, senior leaders should review the school's vision and values to ensure that they reflect the school's specific context and current practice which is rooted in promoting positive relationships.
- Teachers and non-teaching staff work hard to provide bright and stimulating learning environments. Classroom spaces and resources are well organised and conducive to positive learning and teaching. Most children are motivated, on-task and have regular opportunities to work cooperatively in pairs and in trios. The purpose of learning is shared consistently with children so that most understand what they are learning and how they will know they have been successful. Next steps would include providing opportunities for children to co-create these indicators of success so that they take increased responsibility for their learning. When they have the opportunity to participate in active learning, lead and take responsibility for their learning, most children are engaged and motivated.
- In the majority of lessons, learning is differentiated effectively to meet the needs of learners. There are variable levels of challenge in learning, and occasions where the pace of learning is too slow and teachers deliver lengthy, whole-class lessons. Further development of higher- order thinking skills and enquiry-based learning, matched to children's needs and interests, would support a deepening of learning.
- For those children who have been identified as requiring additional support for their learning, this takes place in a number of different learning environments, as a result of a wide range of interventions. Senior leaders should ensure that the learning experiences of these children are

coherent and that there is a clear overview of planned progression in the development of literacy, numeracy and health and wellbeing skills.

Quality of teaching

- The quality of teaching is good, and in a few cases highly effective. The headteacher recognises the need to continue to improve consistency in the quality of learning, teaching and assessment across all stages. Staff would benefit from building on their 'Learning and Teaching Graffiti Wall' and developing further a shared understanding of what constitutes effective learning, teaching and assessment. This will support high-quality learning and teaching experiences for all children across the school. There is a need to ensure that staff do not overly focus on resource-driven interventions in an attempt to raise attainment.
- In the majority of lessons, teachers make effective use of questioning to encourage children to think more deeply about their learning. Teachers are developing their skills in asking questions that are open-ended and that allow children to respond more fully. Praise is used well throughout the school, resulting in children who are eager to respond and answer teachers' questions. There are a few examples of children developing skills for learning, life and work by relating their learning to real-life contexts. There is a need to further develop opportunities for children to apply and develop their skills across learning activities, particularly in meaningful and relevant contexts.
- Staff make use of learning through play pedagogy. They should now engage in robust evaluation of this approach to ensure it offers sufficient challenge and progression for all learners. There is a need to ensure more strategic direction of this approach across the early level and how it can be used effectively at other stages of the school. Staff would benefit from more professional learning to enhance further their understanding of learning through play. This will support better outcomes for all children.
- In the majority of classes, a range of digital resources such as video clips, interactive whiteboards and tablets are used to enhance learning and teaching. Staff should continue with plans to develop further digital literacy systematically across all stages. They should continue to explore ways in which learners can independently access digital technology to support and challenge further all areas of their learning.

Effective use of assessment

- As planned, the school should develop a more coherent whole-school approach to assessment, linking assessment to learning and teaching. Staff should be clear how assessment leads to effective interventions. While teachers gather assessment information in literacy and numeracy, there is a need for this to become more integral to the planning of learning and teaching. The school is aware of the need to move in manageable steps to developing clear information on children's attainment for all areas of the curriculum.
- A variety of formative assessment approaches are being used across classes. The extent to which these are embedded and used effectively varies. Across the majority of classes, children are involved in self- and peer-assessment, but this is not yet used consistently. The school should continue to develop strategies to help inform and support children's progress in learning. This will support up-skilling children in the language of reflecting and evaluating their learning. It will encourage them to take greater ownership of their learning, therefore knowing more about what they need to do to improve.
- In the majority of classes, children are provided with a range of oral and written feedback. In a few classes, children receive high-quality feedback to identify their strengths and next steps in learning. More evaluative feedback is required to help children understand how they are progressing and what they need to do to improve.

Planning, tracking and monitoring

- Across the school, there is a strong ethos of staff collegiality and positive working relationships. Teachers' planning in literacy and numeracy is beginning to take more account of assessment data. This is enabling them to identify children who require support and challenge. Progress meetings between teachers and senior leaders support this process. However, these meetings need to be more rigorous and robust to ensure greater impact on raising attainment.
- Senior leaders and staff need to review the number of different interventions planned to support children in their learning. At present, too many interventions are resulting in potential fragmentation of learning for some children, and a lack of continuity in learning. Senior leaders are at the early stages of evaluating the effectiveness of different interventions and changing practice as a result.
- Tracking and monitoring across the curriculum are at the early stages of development. Senior leaders and staff are aware that their confidence in professional judgement of achievement of a level is developing, and that there is a need to develop consistent approaches to monitoring and tracking across the school. As this develops, it will be important that staff are clear about what evidence needs to be gathered in respect of individuals and groups, to demonstrate effectively and consistently breadth, challenge and application of learning.

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.

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

- The school's most recent collection of predicted data on Curriculum for Excellence levels shows that by the end of P1, most children are expected to achieve the appropriate level in listening and talking, and numeracy and mathematics. The majority of children are expected to achieve the expected level in reading and writing. By the end of P4, most children are expected to achieve the appropriate level in reading, listening and talking, writing and numeracy and mathematics. By the end of P7, most children are expected to achieve the appropriate level in numeracy and mathematics. Almost all children are expected to achieve the appropriate level in reading, writing, and listening and talking.
- Through classroom observations, scrutiny of children's work, discussion with staff at all levels, and focus groups of children, the inspection team consider these results to be overestimated. They do not accurately reflect the attainment of children across the school.
- Teachers now need to ensure that they use a wider range of evidence, and that it is set against National Benchmarks to enable robust data on achievement of a Curriculum for Excellence level to be generated. Staff recognise that further development of moderation activity will help to support this work. They should now, as planned, work towards reliably assessing and recording children's progress and achievement of Curriculum for Excellence levels.

Literacy and English

- Overall attainment in literacy is good, although children's progress is not consistent in all aspects of literacy, and at all stages of the school. The rate of children's progress varies across the school. Senior leaders, in consultation with staff, need to review progression pathways for literacy and English, to allow all children to experience coherent and structured programmes for learning. This will help to ensure expectations, experiences and outcomes for all children are appropriately high.

Listening and talking

- The majority of children are making satisfactory progress in listening and talking. The majority of children listen to instructions and can articulate well aspects of their learning. A significant number of children across the school find it difficult to take turns and contribute at the appropriate time when engaging with others. Children at first level ask and respond to different types of questions to show understanding of the main ideas of spoken texts. At second level, children can communicate clearly, audibly and with expression although this is not consistently applied in different contexts. Children need to develop their skills in applying non-verbal techniques in interactions.

Reading

- The majority of children are making good progress in reading. At early level, the majority of children are developing effectively their knowledge of sounds, letters and patterns and forming words through play-based approaches to learning. They are learning to read with fluency and expression in their class lessons. This is adding to their enjoyment and understanding of text. At first level, the majority of children read fluently and with expression when reading to an audience. They can recognise the genre of a range of texts they have read in class and at home, and are familiar with a number of well-known authors and their works. They can describe their preferred type of book and recount exciting episodes from several stories. At second level, the majority of children read aloud with fluency and expression. They can comment on the main features of the books they are reading and can name several works, their authors and the genre to which they belong. Children's motivation for reading could be enhanced through accessing a wider range of stimulating texts.

Writing

- The majority of children are making good progress in writing. At early level, those children who are not new to English language can explore sounds, letters and words well. They write to convey ideas, messages and information in different ways in play, and imaginative and real contexts. At first level, children can write independently using appropriate punctuation. They are writing across a range of genre. At second level, the majority of children are writing well for different purposes. They are applying features of a range of genre to their writing. The quality of writing is not consistent throughout the school, including the presentation of children's written work.

Numeracy and mathematics

- The majority of children are making satisfactory progress in numeracy and mathematics at early and first level. At second level, a significant minority of children are making weak progress.

Number, money and measure

- At both early and first level children have a good understanding of number, money and measurement. At early level, children are able to add and subtract simple sums with ease, including using coins. They can confidently use appropriate vocabulary to describe halves. At both early and first level, children are strong in mental agility and can solve problems with ease. They can round two and three digit numbers to the nearest ten and hundred, confidently. They are less confident in telling the time and converting this into 24 hour time. Children at second level are confident in explaining the link between a digit, its place and value. They have very limited understanding of decimal fractions to two or three decimal places. They need to develop fluency in mental processes, as their mental agility is not strong. Children do not have a good understanding of equivalent forms of common fractions. There are major gaps in their learning about time, money and measurement.

Shape, position and movement

- Children at both early and first level have a good understanding of the properties of 2D shapes. They can describe confidently the language of simple direction and position. Children at second level can describe 2D shapes but are less proficient in describing the properties of 3D objects. At first level, children do not yet have an awareness of angles. At second level, children's understanding of angles is stronger and they are able to describe and classify a range of angles.

Information handling

- At first and second level, pupils were not confident in identifying and discussing the different ways in which data can be presented and what their experiences of this have been. The school

should plan for children to have regular opportunities to collect, organise and display data in a variety of ways, including through the use of digital technologies.

Attainment over time

- The school report that there have been fluctuating trends in Curriculum for Excellence data across literacy and numeracy over the last three years. Teachers monitor and track children's progress throughout the year using a Red, Amber, Green (RAG) system to identify those children on track to achieve Curriculum for Excellence levels. The headteacher recognises the need to develop a more robust monitoring and tracking system to measure the progress made by children. At the moment, senior leaders are unable to demonstrate the value-added impact of their interventions on the progress that children make from stage to stage.
- The school has adopted the local authority's initiative in taking forward important aspects of numeracy and mathematics at the early stages of the school. This is having a positive impact in terms of children's mental agility. Children are securing a sound knowledge of key number facts. They are confident in using strategies to solve number problems. There is a need to have a clear and shared strategy for driving forward attainment across the school.

Achievements

- Children's achievements in and outwith school are well recognised by staff, including through their wall displays. Children speak positively about their successes. Children who have positions of responsibility, such as members of school committees, are developing their leadership skills effectively. Children are developing their fitness skills and team-working in a wide range of sports which are complemented by partners, for example water polo and basketball. School efforts are helping children to pursue a healthy and active lifestyle.
- The school works effectively with a range of partners who are developing a range of skills for children including creativity in arts and music. Partnership working with Edinburgh College on a Science, Technology, Engineering and Mathematics (STEM) programme is resulting in children who are developing their understanding of sustainable development and the importance of recycling. The headteacher has recently introduced a system that records children's participation across a range of out-of-class activities across the school. In moving forward, it will be important to monitor and track children's participation to ensure equity of access to these exciting opportunities for all children.

Equity for all learners

- Staff have a good understanding of the school's social, economic and cultural context. This has helped inform the approach to the school's considerable allocation of the Pupil Equity Fund (PEF). The rationale for the allocated use of this funding has been shared with both staff and parents. Additional staffing, both teaching staff and support staff, to address the needs of the children, has been the main use of this resource. Several initiatives and approaches have been implemented by the headteacher and staff this session, to tackle inequality and close the attainment gap. The headteacher and staff should now carefully evaluate the effectiveness of these initiatives and approaches for impact on the attainment and achievement of children across the school.

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, 11 December 2019

Primary School Inspection at Colinton Primary School and Nursery Class

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 Communities and Families

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Report

Primary Inspection at Colinton 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.
- 2.3 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 visited Colinton 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:
 - 4.1.1 Happy, friendly children who warmly welcome new pupils and visitors to the school and nursery.
 - 4.1.2 The willingness and enthusiasm of staff to lead aspects of the school and nursery's work to improve outcomes for learners.
 - 4.1.3 Partnership working which enhances learners' experiences and ensures effective transitions both at key points and for children and families who arrive or leave during the academic session.
- 4.2 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- 4.2.1 Improve approaches to learning, teaching and assessment. In doing so, ensure all staff have a shared understanding of progress and achievement.
- 4.2.2 The headteacher should provide strong strategic leadership to raise the attainment and achievement of all. In taking this forward it will be important that the school and nursery develop more robust and reliable approaches to self-evaluation.
- 4.2.3 Increase the opportunities of children across the school and nursery to take greater responsibility for their learning and to have a greater role in school improvement.

4.3 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/education-scotland/inspection-reports/reports-page?id=2117> and this document 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	3 Satisfactory	3 Satisfactory
Nursery		
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory
3.2 Raising attainment and achievement	3 Satisfactory	2 Weak

4.5 Progress Made with Identified Areas of Development

The school has created a detailed 3-year action plan to ensure progress across the identified areas of development, and the School Improvement Plan has begun to address each area of development as follows:

4.5.1 Improve approaches to learning, teaching and assessment. In doing so, ensure all staff have a shared understanding of progress and achievement.

- The school began to engage with the Edinburgh Learns Teaching and Learning team in October 2019 with a particular focus on greater pace and challenge for learners to support raising attainment for all and has identified two lead teachers in this area, and every staff meeting and INSET includes input on Learning, Teaching and Assessment.
- The school has begun to focus on the development of consistent approaches to writing, with a particular focus on feedback to support learner progress.

4.5.2 The headteacher should provide strong strategic leadership to raise the attainment and achievement of all. In taking this forward it will be important that the school and nursery develop more robust and reliable approaches to self-evaluation.

- The school is revisiting the City of Edinburgh Council progression pathways and school bundles of Experiences and Outcomes to ensure progression and increased attainment and achievement.
- The nursery has developed their tracking of progress through high quality observations which are moderated across the early years team – the moderation includes focussed observations of staff.
- Key worker groups have been reintroduced in the nursery to allow closer monitoring of next steps for the learning of all children.
- Self-evaluation has highlighted the need for improvement in transition arrangements from nursery to P1. As a result, Experiences and Outcomes are now moderated with a focus on skills progression.
- The school has begun to develop a progressive programme for outdoor learning from nursery to P7.
- In the nursery, staff have been encouraging and promoting feedback from parents on the new start process (transitions to and from nursery, including home visits).

4.5.3 Increase the opportunities of children across the school and nursery to take greater responsibility for their learning and to have a greater role in school improvement.

- The school has engaged with the Rights Respecting Schools programme and initial training for all staff is planned for January 2020.
- City of Edinburgh Council professional learning on Learner Participation has been arranged for February 2020 where activities will allow all staff to evaluate current practice and identify next steps for ensuring that learners are able to influence decisions across the four arenas of participation.

- The school has begun to look at ways of effectively tracking wider achievements of learners to ensure that all children have access to after school activities or lunchtime clubs.
- The nursery has been using 'big books' to increase the effectiveness of planning, to act on children's interests as they develop.
- Pupil voice is a key focus in the nursery to re-develop the 'room to grow', developing children's early leadership skills (through outdoor learning).

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 Inspectors from Education Scotland will re-visit the nursery within 1 year of publication of the inspection report to report on the progress of the nursery. Education Officers from The City of Edinburgh Council 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 – School
- 9.3 Appendix 3 Summary of Inspection Findings - Nursery

8 October 2019

Dear Parent/Carer

In April 2019, a team of inspectors from Education Scotland visited Colinton 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.

- Happy, friendly children who warmly welcome new pupils and visitors to the school and nursery.
- The willingness and enthusiasm of staff to lead aspects of the school and nursery's work to improve outcomes for learners.
- Partnership working which enhances learners' experiences and ensures effective transitions both at key points and for children and families who arrive or leave during the academic session.

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

- Improve approaches to learning, teaching and assessment. In doing so, ensure all staff have a shared understanding of progress and achievement.
- The headteacher should provide strong strategic leadership to raise the attainment and achievement of all. In taking this forward it will be important that the school and nursery develop more robust and reliable approaches to self-evaluation.
- Increase the opportunities of children across the school and nursery to take greater responsibility for their learning and to have a greater role in school improvement.

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 Colinton Primary School and Nursery Class

Quality indicators for the primary school	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	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	weak
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

This letter and 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/5522129>

What happens next?

We are not at present confident from our visit that the nursery, as part of the school, has effective arrangements for ensuring continuing improvement in the quality of education for all learners. We will return within one year of the publication of this letter to explore this further. After the return inspection we will report our findings to you.

Susan Smith
HM Inspector

Summarised inspection findings

Colinton Primary School and Nursery Class

The City of Edinburgh Council

8 October 2019

Key contextual information

Colinton Primary School is situated beneath the Pentland Hills, serving parts of south Edinburgh and both Redford and Dreghorn Barracks. The school is non-denominational with eight classes and a nursery offering morning and afternoon sessions. The school roll is 149 with around 65% of children coming from forces families. The school has an extensive outdoor area with access to a sports pitch and a purpose built play area/garden in its grounds.

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

- There is a positive, respectful and inclusive ethos within Colinton Primary School and children benefit from supportive relationships with staff. Children new to the school report that they are made to feel welcome when they arrive at Colinton Primary School. Children's rights are promoted by the school's work on Rights Respecting Schools and charters are on display in all classrooms. There is scope to extend and embed the focus on children's rights and take steps to link this with school values in different learning contexts.
- In most classes, children appear motivated and engaged in learning. In the majority of lessons, children benefit from the opportunities they have to work in pairs and groups. There is scope to develop further approaches to cooperative learning across the school. There is a need for children to be given more opportunities to lead their own learning. In the majority of classes, children are able to choose the level of challenge for different activities they undertake. There is a need to ensure this approach offers an appropriate level of challenge and is tracked effectively. In most classes, teachers plan for differentiation however there is scope to provide greater challenge for a significant minority of learners.
- There are a few examples of strong practice. In the best lessons, teachers make very good use of questioning and stimulating contexts to engage learners. However, this is not yet consistent across the school. Overall, the quality of teaching is satisfactory. Over the last few years, staff have been working hard to improve consistency of approaches to teaching. There still remains a need to maintain a sharp focus on this area of the school's work. At times, lessons are overly resource based and teacher led. In a few lessons children are undertaking low level tasks which do not support progress in learning, and are unsure of what they should do when they complete their work. As a result, the pace of learning in these classes is not appropriately brisk. There is scope for teachers to use more creative approaches which allow children to apply their learning in a range of contexts across the curriculum. This includes developing approaches to play-based learning in the early years of primary.
- In a few lessons, children make use of digital technology to enhance their learning. The school recognises that this should be a more regular feature of lessons. We have suggested involving children in promoting the use of digital technology across the school by, for example, training children to act as Digital Leaders. This would also enable children to develop their leadership

skills and enjoy success in a meaningful way across a greater range of contexts. In developing this further, close monitoring and tracking of children's achievements will be necessary. The school should look to make greater use of the wealth of interesting contexts outdoors.

- Overall, the majority of teachers' explanations and instructions are clear. In the majority of lessons, staff make effective use of formative assessment strategies to support children. Staff would benefit from a clearly defined overview of strategies which are to be used at particular stages. In almost all lessons, children understand the purpose of their learning and know how they can achieve success. Staff are beginning to make use of higher order questions to extend and deepen children's learning. A few staff have supported colleagues to make use of higher-order thinking skills in literacy lessons. Staff value the support and the resources that have been provided to take this forward.
- The quality of teachers' written feedback to children is variable across the school. In the best examples, feedback is framed to support children to have a clear understanding of their individual strengths and next steps in learning. However, in a few classes there is little evidence of children receiving feedback on their writing. To support children to make better progress in their learning there is a need to ensure feedback is consistent and adds value in all classes. In a few classes, peer and self-assessment approaches are used effectively.
- Staff track children's progress in aspects of literacy and numeracy. However, teachers are still at an early stage of interpreting and analysing the data available. The senior leadership team, together with staff, should continue to review approaches to tracking and monitoring to ensure there is robust analysis of information which is then used to inform next steps.
- Teachers are making increasing use of summative and standardised assessments to support their professional judgements of when children achieve a curriculum level. There is not yet a shared understanding of assessment and staff recognise that this remains an area for improvement. We have asked the school to consider establishing a whole-school assessment framework to provide greater clarity and consistency in approaches to assessment. The school should continue to develop approaches to assessment as an ongoing part of learning and teaching, incorporating the National Benchmarks, across all curricular areas. Teachers have participated in moderation activity with colleagues within their local cluster. Recently, they have undertaken moderation activities in relation to feedback. This should remain an area of focus. There is a need for staff to continue to engage in quality moderation activities both within and outwith the school to ensure they have a shared understanding of standards and expectations. Staff should continue this work to support the development of high quality assessments.
- Over the last few years, staff have worked together to streamline their approaches to planning. Teachers have an annual overview to support planning of learning across the curriculum. A few teachers also use a termly plan. We have asked that all staff make use of the experiences and outcomes from Curriculum for Excellence when planning children's learning. The school recognises the need to take a more holistic approach to using experiences and outcomes to ensure the planning process is manageable for staff and meaningful for children.
- Across the school, children report that their 'best work' is captured in their progress books. In a few classes, staff are supporting children to make links between their achievements and learning targets. This practice should be developed across the school. This would help children become more attuned to their strengths and next steps in learning.
- Led by the headteacher, the school should now develop further approaches to teaching to ensure all children receive an appropriate level of pace and challenge to maximise their progress. They should monitor children's progress and the quality of teaching and learning more frequently and more rigorously.

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.

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

- The overall quality of children's attainment is variable. Data provided by the school indicates that most learners in P1 and P7 will achieve appropriate levels in numeracy, with the majority of pupils in P4 achieving in line with national expectations. Predicted levels for literacy indicate that most learners are on track to achieve appropriate levels. However, inspection activity does not validate the attainment data shared by the school. A significant minority of children do not make sufficient progress. During the school year there is regular movement within the school roll as a result of the redeployment of forces families. Standardised assessments are used to identify what children know and any gaps in learning. However across the school there is an over reliance on standardised assessments. School leaders should take prompt action to ensure staff use a wider range of assessment evidence when making judgements of progress and achievement. More effective moderation processes and a greater understanding of national standards will support staff to make more robust and reliable judgements of children's progress toward and achievement of a level. The use of the National Benchmarks should be reviewed as a matter of urgency so that they are no longer used as a planning tool.
- Currently, whole school data for literacy is not broken down into the different aspects of literacy although teachers track the distinct areas at class level. As planned, the headteacher should ensure that each area of literacy is monitored and discussed with teachers to gain a clear picture of progress for individuals, and ensure appropriate support and challenge for all pupils. This will also provide the ability to track cohorts within each distinct area of literacy and identify whole school trends.
- There is significant scope across the school to raise attainment and achievement for all learners. Clearer progression pathways and improved approaches to assessment would support staff to ensure that all learners make the progress of which they are capable.

Attainment in literacy

Listening and talking

- Across the school, children are capable of making stronger progress in listening and talking. Children are friendly and welcoming to other children and visitors. They enjoy engaging with adults and are happy to talk about their school but they do not always listen well to each other when working in pairs or groups. At early level, the majority of children listen well to their teachers and follow instructions. A few children become disengaged when listening in groups. At first level, children are confident sharing their learning with their classmates, for example, describing the puppets they have made. They are unable to identify the characteristics of an effective listener or speaker. By second level, most children know they have to speak clearly and should maintain eye contact with their audience. They are unable to describe or

demonstrate the skills required for debating. Staff recognise that there is a need to establish a whole-school progressive pathway for listening and talking.

Reading

- The overall quality of children's reading is satisfactory. At early level, children enjoy different opportunities to listen to stories and to read aloud. Across the school, staff are now using 'reading detective' prompts to engage children more effectively with written texts. Teachers make use of a new weekly reading framework to provide structure and progression for lessons. Staff report that these new developments are having a positive impact on learners' progress. At the first level, the majority of children are developing fluency and can read with expression. They can identify the main ideas from different texts. Most children in the first level focus group report that they enjoy reading. By the end of second level, the majority of children can describe the difference between skimming and scanning. Across the school, children are unable to identify different strategies to read unfamiliar words or phrases. Most children report that the only strategy they use is to 'sound out' a word.

Writing

- Across the school, the quality of writing is too variable. Overall, the majority of children are making satisfactory progress in writing, however there is evidence of a deterioration in standards of writing for a few children. In a few classes, children produce high quality pieces of writing for a range of purposes and benefit from strong approaches to teaching writing as well as very helpful feedback. In these classes, it is evident that children are making progress. There is a need to share this practice across all classes to improve the consistency and overall quality of children's writing. At early level, children are able to form letters correctly. The majority of children are able to copy sentences with a few being able to create their own. By first level, children write for different purposes including report writing, and imaginative writing. By the end of second level, the majority of children can write extended pieces of writing. Children at second level are able to describe the features of different genres such as letters and reports. In a few classes, teachers need to have higher expectations of the quality and presentation of children's writing. Staff would benefit from further opportunities for moderation of writing within and out with the school.

Attainment in numeracy

Number, money and measure

- Overall, most children are making satisfactory progress in numeracy. Staff report that the introduction of 'Colinton Counts' for mental maths, is beginning to have a positive impact on learners' progress. At early level, most children can count forward and back up to 20 and the majority can identify coins up to 10p. By the end of first level, the majority of learners can discuss a few different strategies for computations. They have a basic understanding of how the skills they are developing will benefit them in their future lives. Children in second level are developing a knowledge of budgeting and can talk about interest, loans and savings. They do not have a clear understanding of decimals, decimal fractions and percentages.

Shape, position and movement

- At early level, most children can use positional language to describe where something is located. By the end of first level, most children know and accurately use the four main compass points. They can plot points on a simple grid. They are unable to demonstrate an understanding of right angles and turns. At second level, most children can describe the properties of 3D objects and 2D shapes. They do not have a clear understanding of complementary and supplementary angles.

Information handling

- Across early level, most children can sort objects according to properties such as size and colour. They can contribute to simple pictorial displays of information. At first level, most children can describe ways to sort and gather information. There is scope to strengthen their knowledge of the ways in which this information can be represented. By the end of second level, most children can extract information from graphs and charts in order to answer questions. They are unclear about factors which affect the reliability of data when drawing conclusions. Across the school, increased use of digital technology would enhance learning across numeracy and mathematics, and in particular in the collation, presentation and analysis of data.

Attainment over time

- A large proportion of children and families experience a transient lifestyle . A significant number of children arrive and leave throughout the school year and have experienced education in a number of settings and different education systems. This can have a significant impact on children's attainment and leads to difficulties in tracking the attainment of groups and cohorts of children over time. The complex nature of the school community and the fluctuating school roll, results in the picture of attainment not being easily comparable with other schools.
- The school has developed a means of identifying gaps in learning in literacy and numeracy using a range of standardised assessments. These assessments are used at the start of each session with existing pupils and with new pupils arriving throughout the year. When gaps are identified, children receive additional support. Their progress is evaluated and tracked. Documentation provided by the school shows that almost all children who receive this targeted support are making progress against prior standardised assessment results. There is a need to ensure that these assessments are used alongside wider assessment evidence when making professional judgements of progress towards and achievement of a Curriculum for Excellence (CfE) level.
- A whole school tracking system is in place for literacy and numeracy which incorporates a range of information about each pupil. However there is insufficient evidence of children's progress across other areas of the curriculum. There is scope to extend the tracker to all curriculum areas and in particular health and wellbeing in order to identify and overcome the barriers faced by some children. Staff engage in termly tracking meetings with senior leaders to discuss the progress of each child in their class. There is a need to improve staff understanding of progression through a level.

Overall quality of learners' achievement

- Opportunities for learners to take responsibility and contribute to the life of the school are limited. The school has a pupil council. However, whilst children acknowledge that they are listened to, they are unclear as to whether any of their ideas or suggestions are acted upon. There is significant scope to increase opportunities for pupil leadership and participation for example, in promoting children's rights or contributing more fully to the school's self-evaluation and improvement.
- The school offers a range of clubs and sporting activities. Targeted taster sessions are offered to identified groups of children. Tracking of participation in these and other activities out with school is at the early stages. Senior leaders should identify how this data will be used to record the skills being developed and support effective planning and evaluation of wider achievement.
- Achievements are not consistently celebrated and shared. Children shared that this is something the school used to do, which they valued. Prompt action should be taken to review

arrangements for recognising children's achievements. This should contribute to learners' awareness of the skills they are developing and add value to their achievements.

Equity for all learners

- Staff know children and their families well and work with a range of partners to overcome barriers and support positive outcomes for learners. For example, the breakfast club, sponsored by a business partner, is well attended and valued by both children and parents.
- The headteacher recognises the need to use the tracking of wider achievement to identify children at risk of missing out on experiences in order to enhance their opportunities. More effective use of the school's considerable outdoor learning space would provide further opportunities for achievement and attainment and support equity for all.

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

Colinton Primary School Nursery Class

The City of Edinburgh Council

8 October 2019

Key contextual information

Colinton nursery class operates from within the primary school and provides early learning and childcare for children from the Colinton area of Edinburgh. The Colinton area includes both the Redford and Dreghorn Barracks. Around 70% of children attending the nursery are from forces families. The nursery class has places for a maximum of 20 children aged from three years and offers morning and afternoon sessions. The nursery has one large playroom with access to secure outdoor spaces, including the school's large garden. Children are able to access the school library and gym. There has been significant change in the nursery team this session with an entirely new team being recruited from February 2019.

2.3 Learning, teaching and assessment

satisfactory

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

- Children enjoy their time in the nursery. The new nursery team are committed to improving learning experiences and outcomes for children. In the short time that they have worked together, they have made a positive and well-considered start. This has included an audit of the learning environment, involving children in making improvements to the layout and design of the playroom. We were able to see the impact of this work in improved opportunities for children to make choices and to develop their play more independently. As a result, most children engage well in play.
- Practitioners recognise that a few children would benefit from further, focused support to help them engage more fully throughout the session. Overall, there is a need for practitioners to improve further the level of support and challenge in learning for children.
- Children help keep the nursery and outdoor spaces tidy. Arrangements for snack time provide some opportunities for children to take responsibility in the nursery. There is significant scope to explore further opportunities for children to develop their early leadership skills.
- Children are able to access outdoor spaces of the nursery throughout the session. This provides children with a range of opportunities to develop their curiosity, creativity and imagination well. Children enjoy the freedom of the large school garden and the opportunities it provides to explore the natural world. Practitioners have identified this as a focus of continuing improvement.
- Interactions are consistently warm and supportive. As a result, most children are already becoming confident around the new team. In developing practice further, practitioners should look for opportunities to promote shared problem solving and collaborative play. It will be important to ensure consistent use of effective strategies to support children's early communication skills.

- Practitioners record observations of children in their individual online journals. The nursery team have identified the need to improve the quality and consistency of these observations. Senior leaders should, as planned, work with the nursery team to develop their use of observations as part of effective, planned assessment. As assessment practice improves, practitioners will be able to target learning experiences to provide appropriate support and challenge to meet children's individual learning needs more effectively.
- The nursery team are seeking to increase scope for children to plan and lead their own learning. They have made a positive start in beginning to use a range of appropriate approaches to engage children in conversations about their learning. They should, as planned, continue to develop this further, using national guidance, professional reading and self-evaluation to inform improvements.
- Senior leaders should work with the new nursery team to improve existing approaches to track and monitor progress, and to plan next steps in learning for children. In identifying next steps, they should involve children, parents and carers as fully as possible. This will ensure that all children are able to make best possible progress in their learning and development.
- Building on existing transition arrangements, colleagues in the school and nursery class should work together to develop consistent approaches to high quality early learning and teaching. Joint moderation activities will enable practitioners and teachers to develop shared expectations of children's progress across the early level.

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.

3.2 Securing children's progress

weak

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

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

- The new nursery team have made a start to improving the learning environment and pedagogy. This is helping to increase children's engagement during play. Practitioners now need to ensure children experience the right level of support and challenge. This will enable children to make the progress they are capable of, and develop and apply their literacy and numeracy skills across learning. Senior leaders recognise that existing systems for tracking and monitoring do not provide a reliable picture of children's progress in learning. Overall, the progress children are making in their learning is weak.
- In health and wellbeing, most children are making satisfactory progress. Children are developing their physical skills including coordination and balance during energetic outdoor play. They are developing their fine motor skills through play with natural materials and a range of loose parts. Practitioners have begun to encourage children to consider how they might use some simple rules to promote harmonious play. The introduction of yoga and mindfulness practice is helping children feel relaxed and calm. Practitioners should continue to develop approaches to help children to talk about their emotions.
- Children would benefit from more opportunities to develop their listening skills further. Whilst most children are becoming more confident when talking about their play they would benefit from more frequent, focused interactions that encourage conversation and listening to others. Children enjoy singing and are learning rhymes. The majority of children enjoy sharing stories, particularly in small groups and one to one. Practitioners should provide further opportunities for children to share, explore, and create their own stories. They should support children to learn about and use non-fiction texts for a wide range of meaningful purposes. Children are encouraged to experiment with mark-making tools. Most children can recognise their name written down. Older children are becoming more confident writing their own names.
- Children are learning about shapes and patterns in play with resources including magnetic tiles. They are becoming aware of numbers, number order and early counting routines. A few children are more confident in counting. The majority of children are developing some appropriate language to describe position and size, for example when measuring dinosaurs with blocks. Practitioners should now develop further opportunities for children to develop their numeracy and mathematical skills in meaningful, and challenging, ways in routines and play throughout the session.
- The recently introduced 'home achievement wall' is raising the profile of children's achievements in the nursery. Practitioners should involve parents and children in ensuring that

learning in the nursery reflects the home experiences of children as fully as possible. This will make experiences more exciting and relevant, and enable practitioners to build on what children have already achieved and learned. Practitioners should develop further opportunities and approaches to enable children to contribute to the life of the nursery and wider school community more fully.

- The nursery team have been successful in creating a positive culture in the nursery. They are building their knowledge of children and families. The management of information about children's care and learning requires to be significantly improved. This will ensure continuity of care and increased progress for all children. It will be important for senior leaders to monitor, and improve further, the effectiveness of recently introduced approaches to address any potential barriers to learning for children. Going forward, senior leaders should ensure a clear focus on the impact of planned change on ensuring equity for children and families.

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, 11 December 2019

Primary School Inspection at Gracemount Primary School

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 Communities and Families

Contact: Jackie Reid, Quality Improvement Education Officer

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 469 3027

Report

Primary School Inspection at Gracemount 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.
- 2.3 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 June 2019, a team of inspectors from Education Scotland and Care Inspectorate visited Gracemount 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:
 - 4.1.1 The caring and welcoming environment for learning across the school and nursery class. This is improving children's confidence and engagement with their learning and is building a more resilient and focused school community.
 - 4.1.2 Motivated teams of staff who know the pastoral needs of children and families well. New approaches to relationship and behaviour management are beginning to have a positive impact on children's attitudes towards their learning.
 - 4.1.3 Well-mannered, friendly children who demonstrate their curiosity as learners and who are keen to be challenged in their learning. They work well together

in different learning contexts and are supportive of one another across the school and nursery.

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

4.2.1 Raise the attainment of children across all stages of the school.

4.2.2 Improve learning and teaching to ensure children experience consistently high quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.

4.2.3 Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

4.4 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2797> and is included as an appendix.

4.5 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	3 Satisfactory	3 Satisfactory
Nursery		
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory

3.2 Securing children's progress	4 Good	3 Satisfactory
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4.6 Progress Made with Identified Areas of Development

- 4.6.1 All staff are working the with Edinburgh Learns team. The have engaged in professional learning about differentiation and are to use lesson study approach to improve quality and consistency of this across the school.
- 4.6.2 All staff are participating in CLPL on restorative approaches.
- 4.6.3 Weekly stage planning meetings now include assessment as part of their focus
- 4.6.4 In the nursery staff are developing their skills in making high quality observations in order to plan for the children's next steps and to report to parents.
- 4.6.5 A self-evaluation timetable has been developed to ensure all areas of the nursery are being evaluated to make sure there is continuous provision.

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 Leadership 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 1 year 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 School

9.3 Appendix 3 Summary of Inspection Findings Nursery Class

17 September 2019

Dear Parent/Carer

In June 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Gracemount 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 caring and welcoming environment for learning across the school and nursery class. This is improving children's confidence and engagement with their learning and is building a more resilient and focused school community.
- Motivated teams of staff who know the pastoral needs of children and families well. New approaches to relationship and behaviour management are beginning to have a positive impact on children's attitudes towards their learning.
- Well-mannered, friendly children who demonstrate their curiosity as learners and who are keen to be challenged in their learning. They work well together in different learning contexts and are supportive of one another across the school and nursery.

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

- Raise the attainment of children across all stages of the school.
- Improve learning and teaching to ensure children experience consistently high quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.
- Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

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 Gracemount Primary School and Nursery Class

Quality indicators for the primary school	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	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

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

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of staffing	good

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had one requirement and no recommendations. From this, the requirement has been met. As a result of this inspection, there are no requirements and no recommendations.

This letter and 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/5524423>

What happens next?

As a result of our inspection findings, we think that the school needs time to make necessary improvements. We will ask The City of Edinburgh Council for a report on progress with the agreed areas for improvement within one year of the publication of this letter. Taking account of the progress report, we will then decide whether further engagement with the school is required. This may involve a joint evaluation visit by HMI and council officers. Officers from The City of Edinburgh Council will write to you again detailing the improvements the school has made and outlining any further action that we intend to take, as agreed with the local authority.

JohnPaul Cassidy
HM Inspector

Sarah McGahey
Care Inspector

Summarised inspection findings

Gracemount Primary School and Nursery Class

The City of Edinburgh Council

17 September 2019

Key contextual information

Gracemount is a large primary school in central Edinburgh. The roll in September 2018 was 501 and has risen to 575. This is projected to increase further, as a result of considerable housing developments within the catchment area. The headteacher has been in post for five years. He is assisted by two (1.0 FTE) depute headteachers and one principal teacher funded by pupil equity funding (PEF). The majority of children (66%) live in Scottish index of multiple deprivation areas (SIMDs) 1 and 2.

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 has a welcoming and caring ethos linked to the 'GRACIE Way' values. This is supporting the development of positive relationships across the school. Staff recognise the need to include links to children's rights and the new positive behaviour programme to support further their engagement and inclusion for all. Almost all children across all stages are polite and welcoming. Along with partners, staff and children are fostering a nurturing culture across the school community. Staff and children have been working well to review school values through the everyday work of the school and their interactions with one another.
- Children are supported effectively to develop positive relationships, behave well, and to do their best. Approaches to develop and sustain positive relationships throughout the school are being developed through the use of restorative approaches. This is currently at the early stages of implementation. Further development of this work, linked to the school values and Rights Respecting Schools agenda, will help to progress the on-going development of positive relationships in a more meaningful way for children.
- Pupil Equity Funding (PEF) enables staff to work well with identified individuals and groups who require support with their learning out with the classroom. Care needs to be taken to ensure the school's focus on extracting children for support does not result in disruption to children's learning across the curriculum.
- In the majority of lessons, teachers use various tasks well to engage children in their learning. They provide clear instructions and explanations for children. The majority of lessons are well-structured with the relevance of learning clearly outlined. In a few lessons, children are not always challenged and the pace is too slow to sustain children's motivation and attention. Teachers need to have higher expectations for all children's learning.
- Most staff use digital technologies well to support teaching. Children benefit from regular planned use of these resources to deepen learning in the majority of lessons. Teachers should consider how well these resources can be used more widely across the contexts for learning, in order to challenge children further in their learning.

- Most children work well individually and in groups. In a few lessons, children self and peer assess their work. This is an area of continuing development across the school. Children need further involvement in setting their learning targets. Senior leaders and teachers should develop consistent approaches to ensure all children are clear about the progress they are making. This will further support children to know exactly what they need to do to continue to make progress.
- The quality of teaching across all stages is satisfactory. Staff work increasingly as a team and more widely with other colleagues. This helps to develop further their own professional learning. All staff are committed to school improvement. Across the school, there is a need to prioritise regular, planned time for staff to share more interesting and creative approaches to learning and teaching. We discussed with senior leaders how good practice could be shared with staff to deliver a more consistent approach across all stages.
- The majority of teachers know individual children's learning needs well. In the best examples, up-to-date targets inform next steps in learning. This is still at an early stage of development and should be rolled out further across all stages of children's learning. The majority of teachers plan a range of strategies at different stages throughout learning activities in order to check for children's understanding. Senior leaders have correctly identified assessment as an on-going area for improvement in order for staff to have a clearer idea of how to support children to develop essential targeted skills to improve.
- Groups of staff have recently been involved in moderation activities with colleagues from across the local authority. Senior leaders encourage opportunities for teachers to be involved in this work to improve their confidence in judging achievement of a Curriculum for Excellence level (CfE). The school provided evidence to show that moderation activities are starting to improve staff's approaches to curriculum planning for learning, teaching and assessment, in line with national expectations. There remains considerable scope for staff to continue to engage in a broader range of moderation activity. This will help to improve further teacher professional judgement of achievement of a CfE level. As the only primary school in this cluster, staff should continue as planned to look outwards as regularly as possible in moderation activity. This will help to harness a clearer awareness and confidence amongst teachers in applying national guidance and expectations to design robust plans for learning, teaching and assessment.
- Approaches to tracking and monitoring children's progress across all curriculum areas are still developing. As a key priority, senior leaders and staff should identify the assessment information which will be most beneficial to gather, to help improve children's overall attainment. Importantly, tracking and monitoring information should also include a clear focus on the targeted skills that children are developing across the contexts of learning. Commendably, teachers have planned meetings with senior leaders termly to discuss academic progress, pastoral needs and next steps for individual children. This dialogue supports the ongoing evaluation of learning within the school. Moving forwards, in developing approaches to assessment and tracking and monitoring of children's progress, senior leaders and teachers should consider how this will help to ensure that interventions have a more positive impact on children's learning and progress.

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.

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

- The school is at an early stage in moderating children's progress against the National Benchmarks. The quality of the school's data is variable and not always reliable or robust. HM inspectors carried out evaluative activities based on sampling children's work, reviewing documentation, observing children in classes and engaging with pupil, staff and partners focus groups.
- Overall, attainment in literacy and English is satisfactory. Over the past four years, children's attainment in reading has gradually improved, with the majority achieving expected CfE levels. Children's attainment in writing has declined. Not all children make expected progress, particularly at the first level. By June 2019, the majority of children achieved expected levels in reading, listening and talking and in writing.
- CfE attainment data was provided for the last four years. Data provided by the school shows that, in session 2018/19, most children at the early level and the majority at second level made satisfactory progress in numeracy and mathematics. Less than half made satisfactory progress at first level. This data is based on teacher professional judgements. The inspection team did not find sufficient evidence to support these judgements and staff should continue with their work in moderation to support a better understanding of achievement of a level. Senior leaders should ensure robust tracking and monitoring systems are introduced to inform planning and lead to raised attainment.
- As a result of a range of inspection activity, the inspection team conclude that children could be making better progress and achieving higher standards. There is a need to gather and use reliable data about progress and attainment more strategically to raise attainment for all children.

Literacy and English Listening and talking

- Children's progress in listening and talking is satisfactory. At the early level, most children achieve expected CfE levels. By the end of first level, less than half achieve expected CfE levels. By the end of second level, the majority of children achieve expected levels. Across the school, the majority share ideas with peers, listen well to each other and respect others' views. A few do not always listen well and at times talk over others. Children's skills in asking questions to clarify or extend their understanding are less well-developed. The majority share opinions and views with others. By the end of second level, the majority of children are aware of their audience when engaging in conversations. They offer relevant points in group tasks, supporting and challenging respectfully others' opinions and ideas during discussions. Across the school, children are not confident in speaking aloud in front of their peers.

Reading

- Children's attainment and progress in reading is satisfactory. Their progress is variable as they move through the school. At the early level, most children achieve expected CfE levels. By the end of first level, just over half achieve expected CfE levels. By the end of second level, the majority of children achieve expected levels. Across the school, the majority of children enjoy reading. At the early stages, a few children are confident in reading words and sentences. A few read very well. By the end of first level, a few children make appropriate progress from prior levels of attainment. Children's progress is not always maintained as they move throughout the school. By the end of second level, the majority of children identify and know the importance of key points and predict what might happen next when reading class novels. Across the school, children need to improve their skills in using information from various reading materials.

Writing

- Children's progress in writing is weak. At P1, the majority of children achieve expected CfE levels. By the end of first level, less than half achieve expected levels. By the end of second level, the majority of children achieve expected CfE levels. At the early level, the majority of children are starting to write with increasing confidence and control. At the early stages, a few children write well for different purposes, including extended pieces of work. As children progress through the school, their progress is not always maintained and not enough are making sufficient progress by the end of the first level. The quality of children's handwriting and presentation varies across the school. By the end of second level, the majority of children write well for a range of purposes.

Numeracy and mathematics

- Overall, children's attainment in mathematics and numeracy is satisfactory. The majority of children make satisfactory progress. Children would benefit from more regular revision of mathematical skills learned. This will ensure they can recall these readily and apply them confidently to other more complex calculations.

Number, money and measurement

- By the end of early level, most children know the number stories within 10, and carry out simple addition and subtraction within ten. They are able to identify most coins and a few children are able to give change to 10p. Most children are able to identify o'clock times on an analogue clock but are less confident with half past times. By the end of first level, the majority of children are confident with times-tables and add and subtract two and three digit numbers confidently. They need to develop their skills in identifying and writing simple fractions. By the end of second level, the majority of children tell the time using 12 hour and 24 hour time however, they are less confident with durations in time. The majority of children are confident in their use of fractions, decimals and percentages. A few children can solve simple algebraic equations. Across the school, children's skills in mental calculations are less well-developed. Additionally they would benefit from more opportunities to apply mathematics and numeracy in real-life contexts.

Shape, position and movement

- Most children working at early level are making good progress in recognising different shapes. They describe the location of different areas in their class, for example using terms like above and below, in front of, and behind. The majority of children working at first level know a few 2D shapes and 3D objects. They lack confidence in describing features of 3D objects such as cuboids or pyramids, and have a limited awareness of common 3D objects such as cylinders and spheres around the school. By second level, the majority of children recognise a range of different 2D shapes and 3D objects, and calculate areas, perimeters and volumes. They need

to develop their skills in using appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles.

Information handling

- At early level, a few children interpret simple graphs. The majority of children at first level can display data including labelling both axes and use an appropriate scale. At second level, the majority of children use the language of probability accurately to describe the likelihood of simple events occurring. Children need to use digital technologies more to display information and gain skills in analysis and interpretation.

Problem solving

- Across the school, children's skills in problem solving are less well-developed. There is a need to improve children's progress with this aspect of numeracy. They need opportunities for them to engage in open-ended, challenging tasks which require them to work together to solve problems and apply their numeracy and mathematical knowledge. A few children can identify problem solving strategies.

Attainment over time

- School data confirms that there has not been consistent in performance across numeracy and mathematics over the past four years. Staff have correctly identified that dips in performance are particularly marked at P4 and P7 stages. There is a stronger picture in literacy with an improving trend across the four years at P1 in reading and at P7 in writing.
- As part of a whole school strategy to raise attainment, senior leaders should now identify specific interventions to address fluctuations in performance and in particular, address the reported low levels of attainment by the end of first level. The school should proceed as planned to develop a robust monitoring and tracking system to measure children's progress. This will allow senior leaders and staff to evidence value added as children move from stage to stage and to identify trends in attainment, including for different cohorts of children.

Overall quality of learners' achievement

- Children have a range of opportunities to contribute to the life of the school community for example through supporting their younger peers in the nursery and buddying. Members of the school magazine club usefully consolidate their literacy skills in a meaningful context. Children's achievements both in and out of school are celebrated in a number of ways including through social media and on the welcome screen in the reception area of the school. Children enjoy receiving the 'headteacher's award' and being the 'Gracie Racer of the Week'. Active schools contribute considerably to opportunities allowing children to develop skills and interests in sports such as fencing and tae kwon do. A heightened awareness of the issue of how child poverty impacts on the wider community is led by the pupil action group, '1 in 5'. Developing further as responsible citizens, this group has led initiatives such as supporting food banks and a pop-up uniform shop. The pupil council is beginning to explore ways to influence school improvement.
- As planned, senior leaders should introduce a system that records children's participation across a range of activities, allowing them to monitor and track children's equity of access. This will strengthen the informal system which is currently in place.

Equity for all learners

- All staff across the school are committed to promoting equity for all children. They are aware of the socio-economic context of the school and are working to ensure that barriers to learning are removed. A range of interventions is in place as a result of Pupil Equity Funding (PEF). These interventions are starting to improve children's progress in literacy, numeracy and

health and wellbeing. For example, all P1 parents received a magnetic board to practise acquisition of early literacy skills at home and were supported in its use through a hands on workshop. A parent/ carer Home Learning Club also takes place which supports family learning. This activity is starting to have a positive impact on children's progress. The planned introduction of a monitoring and tracking system is needed to support improvement and analysis of children's progress as a result of school interventions. This will help highlight interventions which are having most impact on children's attainment and achievement. The school should ensure that individual children, benefitting from interventions, have a planned, coherent learning experience across the curriculum. As a result of the school's focus on attendance, gaps in children's learning are being addressed effectively. This is having a positive impact on children's overall confidence. There are examples of improvements in aspects of writing. The school is not currently monitoring children's progress across different cohorts with potential barriers to their learning and achievements.

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

Gracemount Primary School Nursery Class

The City of Edinburgh Council

17 September 2019

Key contextual information

Gracemount nursery operates from a separate building in the grounds of Gracemount Primary School. At the time of inspection the setting was registered to provide early learning and childcare (ELC) for 56 children at any one time and there were 84 children currently attending. Children attend on two different attendance patterns of either morning or afternoon sessions. There are two large playrooms, an enclosed large outdoor area and a family room within the nursery. The team includes practitioners, seniors, an assistant and full time teacher. The work of the nursery team is supported by an experienced, supportive and actively involved depute headteacher. From August 2019 the team plan to deliver an extended service that offers 1140 hours across the year.

2.3 Learning, teaching and assessment

satisfactory

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

- Relationships in the nursery are caring and supportive and children feel valued and secure. The majority of children show a keen interest in the available resources and engage well in their play both indoors and in the outdoor area. A few children concentrate for long periods of time on their chosen experiences. They talk to each other and adults about what they are doing. This was particularly evident at the small construction table and in the block play area. Children have a good level of freedom and this allows them to follow their interests and select the resources they wish to use. This supports most children to develop their creativity and imagination as they create situations and negotiate well with each other. At times during the session, a few children became less engaged in their play. They spent time watching other children at play and became involved in less purposeful play experiences. Practitioners should review the flow of the session. In doing so, they should consider how they can integrate opportunities for children to discuss their learning. All children need to experience carefully planned, appropriately challenging experiences that meet their individual needs.
- Practitioners are kind and caring and demonstrate positive relationships with children. They know individual children well and have a sound understanding of the importance of learning through play. Practitioners interact sensitively to support children's play and enable them to follow their interests. We observed a few practitioners who were using open-ended questioning and commentary effectively to support children to start to think about their learning. This now needs to become more consistent throughout the nursery to ensure children are supported to extend and deepen their learning. In planned work to improve the learning environment the team should review resources to ensure they support children to build on and extend their skills. Overall, most children need more opportunities for challenge and depth in their learning.
- Children use a range of digital technologies including tablets. They also use the interactive board to look at and talk about their online journals. Practitioners should continue to build on this positive start and develop further their use of digital technologies to support and extend children's learning.

- Practitioners observe children and how they interact with experiences in the playroom. They use a range of assessment materials to gather information on learning. Practitioners discuss the information at team meetings and make judgements about children's progress. There are examples of how they are starting to use this information to plan future learning for children. This is not yet consistent or embedded in practice. They record information about children's experiences in online journals at regular intervals. The majority of parents access journals and comment on their child's experiences. Practitioners need to explore how they can encourage and support all parents to engage more fully in their child's learning. This will enable parents to be more aware of and involved in their child's achievements. Currently, the information recorded in the journals does not fully capture children's significant learning. Moving forward, practitioners need to refine their assessments and use the information more effectively to plan next steps in children's learning.
- Practitioners meet together to plan for children's learning over different timescales using national guidance. They display a set of useful prompts in play areas to remind practitioners about the focus for learning. During the session practitioners record episodes of responsive planning with individual children and detail the resources they have provided to extend children's experiences. The team recognise that the information they gather about children's progress does not yet fully inform their planning. There is scope to have a clearer focus on learning. The team shared their plans to adopt new planning procedures. When doing this they should consider how they can involve children more meaningfully in the process. This will help to give children a voice and support them to start to lead their own learning. The team will also benefit from making use of the design principles to ensure they are providing appropriate depth, challenge and relevance for all children.

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 Securing children's progress

satisfactory

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

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

- Most children are making satisfactory progress in early language and communication. Almost all children develop their vocabulary as they engage in extended conversations with practitioners and others about their experiences. Children independently access and share books in various areas of the playrooms. In the best examples, children enjoy using digital technology to create their own stories and make their own books. Most children are developing good listening skills as they follow instructions. A few children confidently write their name and a few familiar words as they mark make in floor books. There should now be an increased focus on developing mark making and early writing skills.
- Almost all children are making satisfactory progress in numeracy and mathematics. Children are developing their understanding of volume as they fill and empty containers and transport water using pipes and tubes. The majority of children use the language of measure appropriately. They compare, sort and order objects and people by length and height. Almost all children recognise numbers to ten and the majority of children count during play experiences. A few children use scales accurately to invent and play a game where they compare the weight of stones. Children would benefit from a better balance between free flow play and planned experiences that develop further their existing skills.
- Almost all children are making good progress in health and wellbeing. Children share space and resources well. They understand the nursery rules and refer to these in their interactions. Most children negotiate, co-operate and include one another throughout their free flow play. Children develop their fine motor skills as they carefully explore playdough and use tools. Most children enjoy the challenge of travelling and jumping in different ways from physical equipment. Children develop responsibility and independence as they help to prepare healthy snacks for their friends. Overall there is scope for a more progressive approach where children develop further their leadership skills.
- Over time most children show increasing creativity, perseverance and developing independence as they play in the outdoor area. They are proud of paintings they create by mixing colours together. Most children enjoy imaginative play in their 'bus rocket' and ship in the outdoor space. At present there are missed opportunities to build on and develop further children's existing skills.
- The majority of practitioners use well-judged praise and specific feedback to support children to persevere or recognise their achievements. All children have an electronic learning journal that contains up to date observations of activities and experiences within nursery. As planned,

the team should continue to improve the use of these journals to ensure they reflect children's progress.

- All children are valued and respected for their individual skills and abilities. Practitioners have a good understanding of children's unique needs, strengths, personalities and interests. The team notice and share where children may require additional support or encouragement. A few children have specific plans agreed with parents, other professionals such as speech and language therapists that support them to make progress. The nursery has recently had a focus on closing the attainment gap. They have used available data to identify children who require support and put in place targeted play-based experiences to support their progress. All practitioners should continue to carefully monitor the success of these planned interventions to ensure children continue to make the very best possible progress.

1. Quality of care and support

Throughout the inspection, children presented as happy, confident and secure. Children were able to direct their own play, making independent choices about how and where they played. Children were developing skills in communication, problem solving and creativity as they engaged in uninterrupted periods of play. For example, within the block area children developed ideas, making some complex and imaginative creations.

Children's wellbeing was promoted as they enjoyed nutritious, balanced snacks. They were developing their independence as they prepared the food and self-selected their own choices. Staff sat with children, supporting the development of social conversations and creating a relaxed atmosphere.

Children had many opportunities to be active and engage in energetic, physical play. Through these experiences, they were developing gross motor and movement skills such as running, skipping and balancing. Children were developing their confidence, self-esteem and learning new skills as they had fun taking part in a weekly dance session.

Staff were aware of children's medical needs; however, we found at times, best practice had not been followed in relation to the storage of medication. The nursery should ensure that any medication that children need is available during their time in the setting. We were confident the nursery was able to address this in order to effectively meet children's medical needs.

Where children required additional support, staff worked effectively with other professionals to promote their wellbeing, development and learning. They had developed positive partnership working that resulted in children getting the support they needed in a way that was right for them. Strategies of support were effective. Some children benefitted from enhanced transitions into both the nursery and when they made the transition to school. This helped to promote a sense of security and build children's confidence.

Personal plans were in place for children and included some information about their needs and preferences. We discussed with the nursery how for some children personal plans could be further developed to better reflect their changing needs and to ensure the information remained meaningful. This would support staff to holistically plan and evaluate for all children's care and support needs. Personal plans should be reviewed and updated with parents, as changes occur and at least every six months. We were confident from our discussions with the nursery that they would consider how they would develop their approach to personal plans.

Care Inspectorate grade: good

3. Quality of staffing

Interactions between children and staff were warm and nurturing. Staff were sensitive to children's individual needs and personalities. This contributed to children feeling secure and confident. Staff knew children and families well, resulting in the development of positive and trusting relationships across the nursery.

Staff were clear on their roles and responsibilities throughout the day, meaning sessions were calm and organised. Staff were focussed on the needs and experiences of the children. Positive and effective communication was a key strength of the team. This supported children as staff

shared information with each other that helped promote a continuity of care. Staff had regular meetings as a team and with the Depute Head Teacher who had responsibility for the nursery. This allowed them to discuss various other aspects of nursery. Children were benefitting from staff working together to create an ethos of respect and inclusion.

Children were achieving because staff planned experiences based on their individual interests. However, during the inspection there were some missed opportunities for staff to promote and extend children's learning. For example, children would benefit from all staff using open-ended questions. This would support children to further develop and deepen their ideas and learning. The nursery should continue to develop approaches to learning so that children can experience greater challenge and depth across learning. We discussed with the senior leadership team how developing staff practice and skills in specific areas of their work would help support consistency in relation to children's experiences and learning.

Staff used assessment tools, such as the communication and language resource 'Up, Up and Away' to consider children's needs. This helped them to highlight where children may benefit from additional support. This meant there were effective support strategies in place and children were included, respected and achieving.

To develop different aspects of the nursery, some staff were taking on leadership roles, which were set at yearly professional development reviews. An example of one such role was the introduction of an outdoor champion. This had resulted in the development of nature play sessions in a local wooded area. Through these sessions, children were active and included in their local community. Children were learning new skills, having fun and experiencing the wonder of nature as they took part in each session.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had one requirement and no recommendations. From this inspection the requirement has now been met. As a result of this inspection, there are no requirements and no recommendations.

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, 11th December 2019

Primary School Inspection at Prestonfield Primary School

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 for Communities and Families

Contact: Jackie Reid, Quality Improvement Manager (Primary)

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 529 2420

Report

Primary School Inspection at Prestonfield 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.
- 2.3 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 May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield Primary School and Nursery Class. During their visit, inspectors 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:
 - 4.1.1 The leadership of the headteacher and the value he places on achieving successfully the school's welcoming ethos, gaining the respect of parents and developing effective partnership working.
 - 4.1.2 Children who are friendly, confident and enjoy participating in the interesting activities provided by the school and its nursery.

- 4.1.3 The supportive whole-school staff team, positive relationships and the pride they all have in the school. Their professional interest and involvement in, continually improving the school.
- 4.1.4 The progress children are making their learning and achievement in numeracy and reading. Nursery practitioners have created attractive playrooms where children develop confidence, resilience and independence.
- 4.2 The following areas for improvement were identified and discussed with the headteacher and a representative from the City of Edinburgh Council:
 - 4.2.1 Improve further the school's approaches to quality improvement through the development of an assessment framework and increased opportunities for well- focused professional dialogue amongst staff. Develop further approaches to planning, observation and assessment in the nursery to effectively build on children's prior learning and demonstrate their progress over time.
 - 4.2.2 Improve the consistency in high quality learning and teaching, the quality of children's writing and develop the curriculum for health and wellbeing.

4.3 Measures of Success

Inspectors gathered evidence to enable them 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 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 to support their judgements about what is working well and what needs to be improved.

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

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

Nursery		
1.3 Leadership of Change	4 Good	4 Good
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	4 Good	4 Good
3.2 Raising attainment and achievement	4 Good	3 Satisfactory
Care Inspectorate Standards		
Quality of care and support		Good
Quality of environment		Very Good

- 4.4 Requirements/recommendations made by the Care Inspectorate for the nursery class during the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.
- 4.5 A more detailed document called Summarised Inspection Findings (SIF) is available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/edinburgh-city/5527929>

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 this 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 – Letter and Evaluations
9.2 Appendix 2 – Summary of Findings for the Nursery and Primary School

10 September 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield 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 the value he places on achieving successfully the school's welcoming ethos, gaining the respect of parents and developing effective partnership working.
- Children who are friendly, confident and enjoy participating in the interesting activities provided by the school and its nursery.
- The supportive whole-school staff team, positive relationships and the pride they all have in the school. Their professional interest and involvement in, continually improving the school.
- The progress children are making in their learning and achievement in numeracy and reading. Nursery practitioners have created attractive playrooms where children develop confidence, resilience and independence.

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

- Improve further the school's approaches to quality improvement through the development of an assessment framework and increased opportunities for well-focused professional dialogue amongst staff. Develop further approaches to planning, observation and assessment in the nursery to effectively build on children's prior learning and demonstrate their progress over time.
- Improve the consistency in high quality learning and teaching, the quality of children's writing and develop the curriculum for health and wellbeing.

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 Prestonfield Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	satisfactory
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	satisfactory
Securing children's progress	satisfactory
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	

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

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of environment	very good

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

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/5527929>.

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

Isobel Reilly
Care Inspector

Summarised inspection findings

Prestonfield Primary School Nursery Class

The City of Edinburgh Council

10 September 2019

Key contextual information

Prestonfield Nursery Class is situated within Prestonfield Primary School and provides early learning and childcare (ELC) for children aged three until they start primary school. The nursery is registered for 64 children at any one time. The current roll is 40 children who attend on a full day basis. A number of children within the nursery have English as an additional language.

Since August 2018, the nursery class has been through a significant period of change. Expansion and refurbishment of the playrooms has taken place, the numbers of children attending has increased and additional practitioners have recently joined the team. The headteacher of the school has been in post since January 2018.

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

- With support from the headteacher, senior practitioners have led change in a positive and collaborative manner. Together, they have provided effective support and guidance to practitioners on a day-to-day basis. Commendably, the nursery team has worked extremely hard to implement the many changes in a positive and measured way. They have kept children firmly at the centre of this to ensure little disruption to their nursery experience. The headteacher has created clear remits for all practitioners who work in the nursery. As the team develops and grows in confidence, there is scope to review and refresh these remits to reflect the range of skills and expertise within the team. The headteacher recognises his role in providing clear strategic guidance and direction to support practitioners to continually develop and improve the quality of ELC. He is fully aware of the need to monitor learning and teaching and track children's progress as part of the school process.
- An established vision and set of values and aims underpins the work of the nursery. Practitioners demonstrate a commitment to these and strive to ensure Prestonfield Nursery is a happy, fun and welcoming space for the children and families within the community. As identified, it is now time to revisit these with the new nursery team, parents and children. This will support practitioners to reflect fully the context of the nursery based upon the changes that have taken place and the vision for the future.
- The newly-formed team demonstrates good teamwork and positive relationships are emerging within the team. Practitioners recognise the benefits of creating key leadership roles to support the continuous improvement of the nursery using their skills, talents and expertise.
- Practitioners are reflective and engage well in a range of self-evaluation activities using local and national guidance. This has involved consultation with children and parents, audits of the environment and evaluation of specific quality indicators. As a result, practitioners have identified strengths and areas for development and created an improvement plan with relevant priorities. These include an appropriate focus on developing communication and early

language. As a result, practitioners have introduced a targeted approach which supports individual children to develop and acquire these essential skills. Practitioners have made a positive start to reviewing and refreshing systems for planning, observing and assessing children's learning. Further work is required to reduce paperwork and reach a streamlined approach to ensure the greatest impact on children's learning and progress.

2.3 Learning, teaching and assessment

satisfactory

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

- Relationships between children and practitioners are positive. This helps children to feel happy, safe and confident within the nursery. The majority of children engage in learning through free play. They make choices from a good range of natural resources and loose parts both indoors and outdoors. Children now need increased challenge and support to help sustain their thinking and engage them fully in the learning experiences available.
- A keyworker system has been introduced this session is allowing practitioners to begin to understand children as individuals. Practitioners should now use this increased knowledge to continue to build more effectively on children's strengths and interests. They understand children's care needs, intervening in a respectful and calm manner when appropriate. Practitioners should now consider how their interventions could support children to learn more effectively. Across the playroom and outdoors, practitioners missed some opportunities for supporting children's learning. Practitioners should take a more consistent approach to responding to children's interests and provide more time to deepen and extend their learning through play and real-life contexts.
- Children have some access to a computer and programmable toys. Children need to have increased access to a wider range of digital technology indoors and outdoors to help support their learning.
- Practitioners' observations of children's learning are beginning to have more of a focus on children's significant learning. Moving forward, practitioners should ensure they capture children's progress and achievements more regularly so that interventions and next steps in learning are well-timed to further learning. Senior practitioners are beginning to use the photographs in these online learning journals more effectively to have learning conversations with children. As this develops, it will be important for all key workers to support children in this way. The majority of parents have accessed, and some have contributed to children's online learning journals. Practitioners need to continue to encourage and support the engagement of parents who have not accessed this information about their child's learning. This will enable parents to be more aware and involved in their child's achievements.
- Practitioners have reviewed recently and improved this session the balance between adult and child-initiated learning. This practice now needs time to embed and become more consistent in practice. Children need to be more involved in leading their own learning.
- A wide range of procedures and tools are used by specific practitioners to assess and gather evidence of children's development and progress. We would encourage all practitioners to review and streamline this process to give a clearer picture of the progress children are

making. This will allow all practitioners to be fully involved in the process, understand children's progress in learning and help them identify clearly the next step for children.

- The headteacher meets regularly with early years practitioners to discuss children's progress. In addition, he provides verbal feedback about the playroom environment and the learning experiences provided. The monitoring of children's progress now needs to become a regular and consistent feature with minutes of key points recorded. As recognised, systems need to be implemented which allow senior leaders to evaluate the impact of progress being made across the curriculum.

2.2 Curriculum: Learning and developmental pathways

- Improvements to the playroom this session have resulted in an attractive learning environment. These are showing early signs of having a positive impact on children's experiences. Practitioners use experiences and outcomes appropriately from a Curriculum for Excellence to plan children's learning. Practitioners have an appropriate focus on developing children's learning in literacy, numeracy and health and wellbeing. Opportunities in these areas are beginning to embed across the playroom. Practitioners now need to develop a more consistent approach to the recently introduced responsive planning. This will allow children to deepen their learning through their own interests and contexts for learning. Practitioners will benefit from revisiting the principles of curriculum design. This deepens their understanding and enables them to develop further planning for children's learning and to ensure challenge, depth and progression are integral to the process. Moving forward it will be important to develop a curriculum rationale, which reflects the nursery's refreshed vision, values, aims and context.
- Practitioners support parents and children well as they make the transition into the nursery class. Information sought from parents at transition enables practitioners to get to know aspects of children's preferences. There is scope to develop this process further to gather information on children's previous experiences in order to effectively plan for children's learning. Arrangements for supporting children with their move into primary one are ensuring a smooth transition. Practitioners working across the early level need increased opportunities to work collaboratively to support continuity in learning and progression for children.

2.7 Partnerships: Impact on children and families – parental engagement

- See choice quality indicator below - Partnerships.

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

good

This indicator reflects on the setting's approach to children's wellbeing, which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The wellbeing of children and families is important to practitioners. They have children's best interests at the heart of their work. The nursery class is a safe, nurturing and respectful environment where everyone is welcomed and included. Parents who engaged with the inspection process report that practitioners are approachable and offer helpful advice for parents to support their child's development and learning at home.
- Practitioners have a good knowledge of the wellbeing indicators and use them to underpin their work with children and families. They have made a positive start to introducing them to children. A few children talk about what being safe, healthy and responsible means to them. There is scope for practitioners to engage children further with all of the indicators through the nursery routines and real-life experiences. The nurturing and supportive approach used by practitioners is enabling children to explore and understand theirs and others' emotions and as a result promoting emotional wellbeing.
- Children's views and ideas are valued. They influence aspects of the nursery such as the snack menu and the development of the garden. There is scope for practitioners to consider ways to support children to be involved at a deeper level, and have their voice heard in matters affecting the whole school community. For example, involvement in the Rights Respecting School Committee.
- Practitioners within the nursery are aware of and understand their roles and responsibilities in relation to the delivery of early learning and childcare and keeping children safe. Regular opportunities for professional learning supports practitioners to keep their knowledge up to date.
- Practitioners know children well and provide effective support to children who may be experiencing barriers to their learning. They have positive links with a range of partners and as a result, provide good support to children who require additional help with their learning. When required, practitioners create a specific plan for individual children detailing their needs and how practitioners will provide support. We would suggest that the headteacher and practitioners review this process and ensure strategies implemented are clear and measurable.
- Inclusion and equality is promoted well. Practitioners value diversity and promote this through play and the use of appropriate resources. Together, with children and families, they celebrate a range of cultural festivals and celebrations. This also includes involvement with the school's international week, which enables children to learn about other countries and cultures of the world. As a result, children and families are developing an awareness of 21st century society.

3.2 Securing children's progress

satisfactory

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

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

- The majority of children are making satisfactory progress with early language and communication skills. Most children are confident when talking to adults and each other and are able to talk about play experiences. A few children should continue to be supported to develop their emerging communication skills. The majority of children show an interest in mark making and a few write their name. Most children listen to stories and take part in songs and rhymes. As the nursery moves forward, it will be important for children to have increased opportunities to develop literacy skills through meaningful contexts indoors and outdoors.
- In numeracy, the majority of children are making satisfactory progress. They count items for snack and join in with counting rhymes. At group times, most are beginning to recognise numerals and order numbers to ten. Children have experienced measuring heights using a wall display. They use some mathematical language as they compare the size of bricks when building in the block area. Practitioners should continue to support children to develop numeracy and mathematical skills through a wider range of real-life contexts across the playrooms and outdoors.
- In health and wellbeing, most children are progressing well. Children are kind, caring and respectful to each other. Most children talk about different emotions and relate them to different situations. All children take part in regular energetic play and confidently climb on the outdoor climbing frame. A few older children are skilled at kicking, throwing and catching a ball. The planned extension to the outdoor area will allow children to take part in more challenging physical activities. Most children talk about healthy food choices when eating snack and are aware of the benefits of basic hygiene routines such as handwashing and tooth brushing.
- Most children over time are showing increasing confidence, resilience and independence as they progress in learning. A more consistent and frequent approach should be taken to recording children's progress. As the identification of children's significant learning develops, practitioners will support the effective building on of prior learning and demonstrate progress over time more effectively.
- Practitioners use praise and encouragement well to recognise achievements and to provide appropriate positive feedback to children during play. A few parents add helpful comments and achievements from home to children's electronic learning journals. This should now be extended to include involvement of children and parents when deciding next steps in learning to ensure all parents are aware of the progress their child is making.

- Practitioners are aware of potential barriers to learning and work with parents and partners to ensure equity. They share information and support parents to access a range of local services. These include groups to support their child's development and learning at home, financial advice, and the Multi-Cultural Family Base. Parents benefit greatly from these services which support them to work in partnership with practitioners to support their child's learning. As a result of these partnerships, communication and language intervention groups have been introduced. Practitioners report that this approach is supporting children to develop their skills. It is important that all practitioners monitor the impact of these interventions to demonstrate the progress children are making.

Choice of QI : Partnerships

- Engagement of parents and carers in the life of the centre
- The promotion of partnerships
- Impact on children and families

- Positive relationships are evident between practitioners and parents. There is a friendly welcoming ethos, which helps parents to feel comfortable within the nursery. Parents are involved in a range of ways such as 'stay and play sessions', supporting with outings and occasionally coming into the nursery to share their skills and talents. There is scope for practitioners to develop this further in order to engage parents fully in the life of the nursery.
- Practitioners share information with parents in a range of ways, for example, through helpful newsletters, online journals and social media. This includes information on children's experiences, nursery and community events. Meetings twice per year enable practitioners to share information with parents on their child's progress in learning helping parents to be informed fully of their child's achievements.
- Practitioners work well with a range of partners which supports children who require additional support with their learning. These partnerships are enabling practitioners to get to know families well and provide effective support as required. Practitioners have benefitted from the support and guidance of a speech and language therapist. As a result, practitioners have developed their knowledge and skills and introduced a targeted approach to support individual children. Practitioners report that children are making progress in this area of development.
- Children within the nursery engage well in a range of relevant school events provided by partners. This includes visits from the RSPB (Royal Society for the Protection of Birds) and the University of Edinburgh. These visits are enriching children's experiences and extending their learning in key areas of science. The nursery has a few links within the local community. We would encourage practitioners to establish a wider range of partnerships to enrich the curriculum and develop children's awareness of the world of work.

1. Quality of care and support

Staff were on duty to ensure that families received a warm welcome into the nursery. It was apparent from the quality of these conversations that staff knew families well and had worked hard to establish positive relationships with them. Parents told us they felt respected by staff. They confirmed that the nursery newsletter together with daily feedback kept them well informed about their children's progress and development and events in the nursery. Some parents told us they had turned to staff for advice on childcare concerns which had been supportive and reassuring.

Staff had developed kind and nurturing relationships with children. They understood the importance of helping children to identify and manage their feelings and had developed a range of resources to help them do this. When children were hurt or upset, staff were consistent in getting down to their level to listen to them. Children were encouraged to think about their impact on others, we saw many examples of children supporting one another, taking responsibility for their behaviour and apologising if they had hurt their friends. The outcome of this was that children were happy and confident learning life skills which would support them continue to develop relationships outwith their nursery family.

Staff had started to develop project work around the wellbeing indicators which helped children begin to understand how they applied these to their daily lives and to keeping themselves safe and healthy. Examples of this included hand washing, toothbrushing, healthy eating and respecting one another. Being involved in choosing and preparing some of their snack foods gave children the experience of contributing to their peers' wellbeing. A child told us 'I made us all scones but first I washed my germs away'.

Staff had taken part in child protection training. It was apparent from discussions that they were confident in using the service's policy and procedures and understood their responsibilities to protect children and to support their wellbeing and safety.

The information held in children's records was reviewed with their families at least once every six months in order to ensure that it remained relevant to their care and support needs. We looked at the systems in place for the storage and administration of short and long term medication. This was stored and recorded in line with best practice guidance. Information about children's allergies was known to all staff responsible for the preparation and serving of food.

AREAS FOR DEVELOPMENT

The nursery was well resourced and children were busy. However, we found that at times staff missed opportunities to extend children's learning by providing challenge through activities and in their conversations with children. Staff should focus on supporting children's development by providing them with consistent opportunities to develop curiosity, creativity and problem solving skills.

Children's lunch was served in two sittings and took approximately two hours from start to finish. Children not eating lunch were encouraged to take part in small group activities. They were not able to access the full range of indoor playrooms or resources and were not able to play outdoors. While some children enjoyed small group activities, the outcomes were not positive for all children and limited their ability to make their own independent choices. The headteacher agreed to take these areas for development forward.

Care Inspectorate grade: good

2. Quality of environment

The nursery had recently been refurbished and extended. Children were cared for in a beautiful, bright, welcoming and spacious environment. High quality wooden equipment purpose built for use by young children was laid out so that it was easy for them to see and access their chosen activity without adult help. The impact of this on children's confidence was evident in the relaxed way they moved around the playrooms.

Staff constantly observed and reviewed how children used the playroom and made adjustments to take account of this. Most recently, they swapped the home area and the block play area. They noted that both areas were now used more consistently and for longer periods of time.

Overall, toys were of a high quality and resources were plentiful. Staff had made a conscious effort to reduce the use of plastic and where possible toys were made of natural materials. They found this led to children being engaged in more imaginative play for longer periods of time.

Children had daily access to outdoor active play in the nursery garden which they accessed through the playrooms and in the wider school grounds. Because the nursery supplies all weather suits and wellington boots children were able to enjoy being outdoors throughout the year.

The outdoor space gave children very good opportunities to challenge themselves and manage the level of risk they felt comfortable with. They developed their skills in running, climbing and balancing on a range of surfaces. Loose parts allowed children to work together to build and create structures which they integrated into their play. They used consulting and negotiating skills as they decided on rules and worked out what felt safe. Some children were interested in the natural world and spent time watering plants and looking for mini beasts.

Work to extend the nursery's outdoor space will take place during the summer break. This will add significant outdoor space and further extend children's outdoor experience. Children were eager to tell us about their involvement in these plans. It was apparent from the way they spoke that they felt their ideas had been valued and felt proud of their input.

AREAS FOR DEVELOPMENT

The area currently used for children to ride their bikes created several bumps, accidents and disputes about turn taking. Staff should review the use of this area considering whether this is the most effective use of the space in relation to children's needs.

Staff should continue with their plans to increase children's opportunities to get involved in the local community. The head teacher has agreed to take this forward

Care Inspectorate grade: very good

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

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

Prestonfield Primary School

The City of Edinburgh Council

10 September 2019

Key contextual information

The school serves the area of Prestonfield in Edinburgh and is associated with Liberton High School and Castlebrae Community High School. The school offers full-time places for nursery aged children.

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 been in post for 16 months. During this time, he has developed a clear understanding of the school's improvement journey and accurately analysed the school's next steps for further improvement. He is successful in establishing positive relationships across the school and its wider community. The school is valued by the local community for its friendly and welcoming ethos and the ways parents and partners are encouraged to be involved in the life and work of the school. The headteacher is an effective leader and has gained the respect of parents. Almost all parents are satisfied with the work of the school and say their children enjoy school and are treated fairly.
- The headteacher provides clear leadership for continuous improvement through self-evaluation and leads change in a well-judged and measured way. He communicates very effectively to support the staff in identifying change in their own practice and across the work of the school. Together with staff he is improving the learning environment, developing class charters and nurturing approaches. The clear focus of the headteacher in developing further processes and systems to support ongoing change and improvement, ensures that everyone is involved and committed to taking the next steps. The established processes of improvement planning and reporting on progress, should now ensure initiatives such as Pupil Equity Funding and the writing pilot lead to improved outcomes for children. All teachers demonstrate a commitment to continuous improvement and professional learning. They value the opportunities they have for professional dialogue. This helps them to support regularly one another. They should continue to look outwards and increase opportunities to share effective practice in order to support further improvement.
- The school has a long established set of values and motto which emphasise hope, ambition and achieving success. These values are demonstrated in the life of the school and in children's achievements. The recent events linked to Science Technologies Engineering and Mathematics (STEM) have successfully given children opportunities to learn skills for life and work. The headteacher recognises that whilst there is a clear vision and set of aims for the school, these are now due to be refreshed with staff, parents, partners and children to more accurately reflect the context of the school. This will ensure there is a renewed understanding of the future ambitions the school has for all learners. In forming the strategic vision for the school, the headteacher should take forward plans to further develop interventions to support

individual learners, continue to focus on planning a progressive curriculum and improve approaches to moderation and assessment to inform children's next steps in learning.

- Staff are proud of the school and work closely with partners and parents. They are involved increasingly in leading changes as outlined in the school's improvement plan. The headteacher and staff have a very good understanding of the school's demographics and diverse cultural context. Joint working with partners is valued by staff and leads to enhanced learning for children through experiences such as enterprising community cafes and the John Muir Award.
- All staff understand the community the school serves and many contribute to the success of partnership working. As a result of the strong partnership working established with the school, staff know the children and families well and understand their pastoral and learning needs. They place importance on supporting children's health and wellbeing. Professional dialogue with the headteacher is beginning to help teachers develop greater confidence in Curriculum for Excellence levels and their professional judgements about the progress children are making. The headteacher and staff should now develop a framework for assessment to ensure all children, including those who have English as an additional language (EAL) and additional support needs (ASN) progress as well as possible.
- Most children across the school are contributing to school improvements through their membership of a wide range of committees and participation in regular masterclasses. Children value these opportunities for undertaking leadership responsibilities and say they would like greater responsibility. The school should now build on its current practice and give children a greater role in contributing to school improvement priorities and in evaluating the impact of these. Involving the pupil council more in using the recently published national guidance and taking forward the school's revised vision will further strengthen pupil voice.

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

- In most classes, the learning environment is purposeful, focussed and calm and children are eager to learn. Relationships between staff and pupils and amongst the children are positive. Most children are confident, articulate and proud of their school. They speak confidently about their learning experiences, are clear about their understanding of the Curriculum for Excellence level they are working on, and what they need to do to improve.
- The school's values and motto, underpin its work. Most teachers encourage independent learning and support children to achieve well through their own efforts. There is headroom to extend further opportunities for children to take a greater lead in their learning.
- In most classes, teachers share the purpose of the learning with children and also what they need to do to be successful. In most classes, children co-create these measures of success. Most teachers use a variety of approaches to motivate children and encourage inquisitiveness and curiosity. Children work successfully individually, in pairs and small groups in most classes and are encouraged by teachers to support each other with their learning. In most classes, this respectful sharing and learning together develops the four capacities of Curriculum for Excellence.
- Most teachers know children's learning needs and provide appropriately differentiated activities. Teachers and support for learning staff should plan for children's learning more systematically and regularly ensuring improved outcomes for children experiencing challenges in their learning.
- The learning environment in most classes is welcoming and supportive. The extensive garden grounds encourage learning outdoors and provides a rich context for children to apply their learning and skills. Staff should increase opportunities for children to access this area. Children have access to a range of appropriate and well-maintained resources to meet their learning needs. Most children speak enthusiastically about their learning experiences and what they are learning in classes. The school should now seek ways, as planned, to support children to evaluate their learning experiences with more regularity.
- The staff team work well together on aspects of planning and share pedagogical ideas at regular learning and teaching meetings. There is a common, shared understanding about elements of what makes an effective lesson, including the sharing of the purpose of lessons with children and measures of success. Teachers should build on their experiences to develop clear guidance on effective learning and teaching. The headteacher and the staff team should focus on developing high quality learning and teaching across all levels through the sharing of best practice in order to improve further children's learning consistently across the school.

- Across the school, staff use digital whiteboards to enhance teaching. In consultation with staff and children, the school should take forward its plans to develop a digital learning policy so that its day-to-day use supports children's learning more effectively.
- The staff are aware of the importance of play based learning at the early level of Curriculum for Excellence. There is clear evidence of this methodology supporting learners in numeracy and literacy. Staff should build on this promising start and work collaboratively across early level to further strengthen and share the more effective practice in this area.
- Teachers plan learning experiences across all areas of the curriculum. Plans are appropriate effective for both short term and for longer blocks of time. The experiences and outcomes of Curriculum for Excellence within curricular areas are covered well. Staff should now consider how to add breadth and depth to the curriculum ensuring children have opportunities to apply their learning in a wide range of contexts. In the interest of bureaucracy and effectiveness of planning, it would be beneficial to include assessment as part of the forward plans so that learning is progressive and the curriculum is relevant to the needs of all children.
- The headteacher and staff are evaluating the new authority tracking system as part of a pilot scheme. He should continue to implement tracking systems with the view that teachers take an increasing role in using the system to track the progress of children in their classes. The headteacher now needs to adopt an increasingly strategic approach to monitoring the school's improvement. The headteacher and support for learning staff should develop a clear overview of the needs of all children who face barriers to their learning.

2.2 Curriculum: Learning pathways

- The school's curriculum and its rationale provides equity of opportunity for children in the school. There are appropriate curriculum frameworks supporting learning in literacy and numeracy. Curriculum development is the most recent focus for the school and is clearly outlined in the school improvement plan as a priority for the current session. Digital literacy and health and wellbeing have been identified correctly as key areas of development for the school.
- Learning pathways support children well to build on their prior learning and ensure progression. They are based appropriately on the experiences and outcomes in Curriculum for Excellence and offer learners enjoyment, relevance and aspects of personalisation and choice. Children experience outdoor learning to enrich learning. All staff take responsibility for the development of literacy and numeracy. The delivery of Physical Education (PE) and physical activity is supported well by a curriculum outline to ensure all staff are confident in delivering the full entitlement to two hours of quality PE. There is scope to ensure that robust curriculum frameworks are in place to support learning across the full range of curricular areas. The school should take forward the plans to develop the curriculum for health and wellbeing.
- The staff has developed a clear outline of what they are doing on a termly basis in interdisciplinary learning. Staff would benefit from professional learning opportunities and time for collaborative working to plan high quality interdisciplinary learning that takes full consideration of the school's context.
- The school and key partners offer a range of good opportunities for children to which develop their skills for learning, life and work. As a result of their involvement in a variety of groups, children are developing a greater awareness of citizenship and increasing their teamwork and communication skills. The school should now consider a more pupil-led approach to the management and organising of these groups, allowing children to set the agenda and chair meetings with minimal adult intervention.

2.7 Partnerships: Impact on learners – parental engagement

- See the choice QI section below.

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

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher places a strong emphasis on the importance of children's wellbeing. He has a clear understanding of children's challenges and needs. Almost all staff are beginning to develop a shared understanding of how to support the wellbeing of children and their families. This is leading to positive and caring relationships. It is also beginning to support families to be more fully involved in their child's learning. Staff know individual children well and the headteacher is strengthening the procedures to support those children who require additional support.
- Children are aware of the wellbeing indicators and can recite these. The school community however, does not yet have a shared understanding of wellbeing. There is scope to increase professional learning to support staff to understand their individual and collective responsibilities for wellbeing. A few children across the school talk about how they have learned to keep themselves safe. Staff should now agree a whole school approach to the use of wellbeing indicators and include them more fully through their daily interactions. This will support children to understand their own wellbeing.
- The school approach to nurture has recently been implemented and is beginning to impact positively on a few identified children. Staff and parents are very positive about the 'Rainbow Room'. The headteacher is aware that positive relationships and nurturing principles are central to developing a whole school approach to wellbeing. He has made positive changes which are having an impact on a few children's ability to learn in class, improving attendance and raising self-esteem. Staff are aware that all children would benefit from a nurturing approach. They should now move forward with plans to embed nurturing principles more widely across all classrooms.
- Most children are very well-behaved and are well-mannered. They are confident and happy in school and relationships with most teachers are very positive. Staff have included a review of children's behaviour within the current school improvement plan. A restorative approach is at an early stage of implementation and is not yet having a positive impact positively in all classes and the playground. This approach should now be developed to support a consistently positive ethos across all learning environments. A few children do not feel safe in the playground where bullying is an issue for them. As part of the review of restorative approaches, a few children who have ASN would benefit from learning strategies to support them to manage their own behaviour. The school needs to ensure exclusions and bullying incidents are minimised and interventions lead to all children feeling confident and safe.
- Children learn about aspects of health and wellbeing through assemblies and through occasional events and topics. In a minority of classes children are learning about health, wellbeing and behaviours through very effective teacher modelling. A few children speak about healthy eating and explain the factors which affect their health. This is not consistent across all

stages and the headteacher is aware of the need to develop a structured programme for the health and wellbeing curriculum. The school has appropriately identified this is an important area for development.

- Children who require targeted additional support benefit from a range of responsive strategies to support their learning. There are detailed plans outlining their needs and targets to support their next steps. Teachers are made aware of children's needs and how to support them. A few children also require a level of support within classrooms. Plans should now be made to make sure all teachers understand their role in providing universal support for children. In particular, children who have health and wellbeing concerns and children who have EAL, should be carefully tracked and evaluated. Staff should make sure that all children who have ASN are supported and included in all aspects of school. There is evidence that most children with additional support needs are consulted on decisions which may affect them. This should be reviewed to include all children. Pupil support assistants work very well with children in classes and provide sensitive support.
- Most children speak positively about their experiences in school. Almost all children understand respect but a few do not feel they are treated respectfully by their peers. The pupil council is too adult-led and needs to increase the focus on matters that relate more to children. There is scope to empower children as leaders and contributors to school decision making. This would result in increased ownership of their own experiences and an increased sense of responsibility. The views of children are gathered for a few aspects of school life but are not yet captured in a way that leads to change.
- The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The nutritional regulations are being met.
- The school's approaches to inclusion and its management of exclusions should be reviewed. All children should be included and those with specific needs should have carefully planned targets set against clear timescales. The most vulnerable children should be very closely tracked and any referrals followed up promptly. Children who are care experienced should be considered for a coordinated support plan.
- A few children can talk confidently about the issues and challenges relating to equalities and inclusion. They feel confident in their ability to recognise and challenge discrimination should they become aware of it. Staff now need to develop a whole school plan to ensure there is a consistent approach to equality and inclusion across the school. A few children are not included in all aspects of school life. The positive equalities' experiences included in children's learning in the early stages could be shared more widely across the school. This would also support children's knowledge of diversity and discrimination.
- Most children who are recorded as having additional support needs are successfully supported to access their learning and to make good progress. The support for learning teachers track attainment for these children closely. They are very consistent and caring in their approach to support children with ASN. As a result, children's outcomes are improving.
- Most staff are very aware of individual children and their families and the school's wider context in the community. The school has a very positive approach to creating equity through 'Moneywise Prestonfield Snappy Savers'. Families are well supported and staff are sensitive to the need to include all children in school activities. These are very positive starts to promoting inclusion for all and are supporting families and children to feel valued.

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

Attainment in literacy and numeracy

- Attainment data provided by the school is based on teachers' professional judgements. This is supported by a range of assessment data, national assessments and ongoing professional dialogue with the headteacher. For session 2018-19, the school predicts that, overall, most children will achieve expected levels in literacy and numeracy across the school. Overall, the school's predictions are accurate that most children will attain expected levels. Staff are continuing to develop confidence in making professional judgements about children's progress in Curriculum for Excellence. The school plans to support this work by taking forward improved approaches to moderation, assessment, planning, tracking and monitoring to support the accuracy of judgements.

Literacy and English

- Overall, the standard of literacy and English across the school is good.

Talking and listening

- Most children across the school talk confidently to visitors and articulately in pairs and small groups. At the early level, children are making very good progress in talking and listening. They follow instructions clearly and work independently as a result. They share their thoughts and ideas and communicate well with one another through meaningful play activities. Those at the early phase of first level are developing thinking skills and are confident when articulating their thoughts and ideas. However, too many children by the end of first level are insufficiently skilled in talking and listening. By the second level, children talk about the ways in which they are involved in evaluating and analysing texts. Most are articulate in sharing their ideas and expressing opinions.

Reading

- Most children across the school are enthusiastic about reading and select texts from a wide range of fiction and non-fiction books. They make weekly visits to the school library to choose personal reading books which they enjoy reading at home. They are motivated to read through participation in reading challenges. At the early level, children are making good progress in recognising familiar words and using their phonics knowledge to attempt new vocabulary. At first level, children recognise non-fiction texts and know these are used to find information. They are confident in selecting books and the majority are making good progress overall. By second level, children take responsibility for reading with younger children. They use their skills in reading aloud fluently to engage and encourage younger children to value reading together. Overall, most children are developing skills in comprehension and apply their thinking skills when analysing and evaluating a text they have read.

Writing

- Across the school, most children are making satisfactory progress. A strong start is made by those working at the early and beginning of first levels. Most children apply knowledge of spelling in a variety of writing contexts. They have a good understanding about language and vocabulary. By the end of first level and end of second level, the standard of writing is too variable.

Attainment in numeracy and mathematics

- Overall, children's attainment in numeracy is good. They are making good progress from prior levels. Children need to apply their numeracy skills across their learning in all areas of the curriculum.

Number, money and measurement.

- Overall, attainment is good. Most children at early level are becoming confident in recognising and writing numbers and order numbers, identifying the previous or next number. They also count fluently backwards and forwards from a given number. A few higher attaining children could be making better progress.. At first level, most children use a number of strategies to add and subtract two numbers mentally. Most children know place value and round up to the nearest ten, 100 and 1,000. They know the key features of fractions and identify the largest and smallest fractions from a given list as well as change simple fractions to percentage and decimal equivalents. They tell the time on both analogue and digital clocks. Children are less confident at problem solving using word problems within relevant contexts. At second level, most children are confident in multiplication to ten. They understand place value up to seven figure numbers. Children working towards the end of second level solve simple algebraic equations. They are also confident in their work on fractions, both converting these into decimals and percentages and discussing the use of fractions in real life contexts.

Shape, position and movement.

- Children at early and first level identify common 2D shapes and 3D objects and describe their properties. At first level, children accurately identify and calculate sides, faces and edges. They draw and recognise a right angle and find right angles within their environment, including door frames and on tables. Most children at second level are confident in using appropriate mathematical language to describe the properties of shapes. They draw and recognise obtuse and acute angles. They also identify and describe symmetry and draw symmetrical shapes.

Information handling

- Children at all levels are developing their understanding of data. Across first and second levels, children are developing their understanding of the different ways that data can be used and presented. Children share their recent experience in presenting real life data using tally marks, pie charts and graphs. There is scope for children across the levels to develop their skills in using a wider range of data, including data drawn from research and using digital technology to support their progress.

Attainment over time

- Data presented by the school, demonstrates most children are achieving appropriate Curriculum for Excellence levels in reading, listening and talking and numeracy and mathematics. The majority of children are attaining appropriate levels in writing. 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 the early and start of first levels. The headteacher makes effective use of a new tracking system to monitor children's progress. He makes strategic decisions using a range of data when tracking the attainment of identified cohorts leading to identified support and interventions. There is

headroom to raise attainment further and ensure all children are sufficiently challenged in their learning.

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 their achievements in school and also beyond the classroom. They are increasing their understanding of other cultures and religions through events such as the 'International Dinner', Chinese New Year and Ramadan.
- Within the school's house system, children take the roles of captains. The school's committees allow most children to take responsibility and apply their skills and interests in a number of roles. Children contribute positively to supporting one another. They are developing an understanding of the world of work and the skills of learning through rich experiences in STEM related activities, and career focused events.
- Children are becoming increasingly aware of their responsibilities as citizens and have successfully gained three green flags through the Eco Schools initiative. The school holds gold status as a rights respecting school. Staff should continue to sustain the focus of the committees and ensure all children are fully involved and understand the contributions they make to the life of the school. The school has an appropriate focus on financial education through enterprise activities such as hosting themed community cafes. The children are gaining understanding of budgets and importance of saving through the schools successful 'Snappy Savers' scheme.
- 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 residential excursion. Continuing to maintain 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.

Equity

- The headteacher and staff know children and their families very well. Teachers and support staff work closely together to provide care and support leading to children being ready to learn. Barriers to learning are targeted through effective use of the Pupil Equity Funding. 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 successful particularly in nurture. The development of the 'Rainbow Room' is providing children with opportunities to apply skills in self-regulation and resilience. Targeted interventions support children and their families effectively. These interventions are leading to more children being ready to learn and developing resilience.

Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on Learners.

- The school has developed a number of successful partnerships from across the community. These support children's health and wellbeing and also provide a rich variety of new experiences for children. All partners are very positive about their work with the staff and with the headteacher. Partners are very aware of the broad social demographic within the school and the families within the community. They support families well and are creative in how they provide support children. Engagement and communication with partners is supporting smooth and productive working leading to children making progress in their learning. Partners are not yet involved in contributing and evaluating school plans for improvement. There is scope to increase their involvement to enable a more empowered partner group. Developing a clear plan for partnership work with an outline of the skills being developed would enable children to better understand the skills for life and work that they are developing.
- Families from ethnic groups feel that they have been better supported by the school in recent years. Almost all parents are very complimentary of the headteacher and how he has supported and empowered them in school. He should now make plans to include parents in planning for improvements. This should include extending the role of the successful parent council, involving them more in whole school planning.
- A few partners work together collaboratively, specifically in planning aspects of school provision which are shared across their services. This supports a coordinated approach to delivery. There is merit in making sure that all partners have an opportunity to work collaboratively in order to create a more cohesive approach to targeted and universal supports.
- Staff have begun to develop ways to engage parents in their children's learning. The 'Learning Together' mornings have been very well-received and parents are keen for more of these types of events. Parents also feel they are now more aware of children's progress. The staff should continue to build on this positive start to involve and include all parents in children's learning.
- Currently, parents receive helpful information through social media, newsletters, email and the school notice board. Staff should continue to develop systems to make sure all parents are fully included in communications, particularly for those families whose first language is not English. Parents feel very welcome in the school and speak very positively about how staff support and communicate with them.
- The school has a close partnership with the 'Inclusion Support' team and this is a positive structure which is able to provide supports, without excessive bureaucracy. A few children are being very well supported by these services. Staff's professional learning has also been provided which will support teachers to develop their role in universal supports. Support has also been offered to parents in relation to children's emotional resilience. This has been very positively received by parents.
- The involvement and support from parents and partners is not yet being well-evaluated. This would be an important and helpful next step for the school. A number of very positive initiatives are being taken forward to help improve children's attainment. It would be important for the school to measure this impact of these in order to identify effective practice and share these experiences with specific 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.

Sub-Committee on Standards for Children and Families

10:00am, Wednesday, 11th December 2019

Blackhall 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

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Report

Blackhall 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 Blackhall 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 August 2019, a team of Quality Improvement Education Officers, representing the primary sector, visited Blackhall Primary School. 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 staff confidence in using the benchmarks across other curricular areas.

- 4.3 As planned, the school should continue to develop a clear rationale for the curriculum based on the unique context of the school.
- 4.4. A clear shared vision for the school has been developed in consultation with staff, pupils and parents. This reflects the aspiration of the whole school community to improve outcomes for learners across the four contexts for learning.
- 4.5 All staff have been consulted on the development of a new curriculum rationale which will be underpinned by the shared values of the school community. Staff clearly understand how the curriculum should be shaped by the uniqueness of the setting.
- 4.6 The school is continuing to develop the wider curriculum to ensure creative and innovative approaches to learning and teaching. Staff are aware of the importance of developing skills for learning, life and work. They have identified skills linking to literacy and numeracy and have plans to develop this across the wider curriculum.
- 4.7 Continue to develop approaches to assessing, monitoring and tracking of children's progress in order to improve pace and challenge in children's learning.
- 4.8 The school has worked hard to develop their approaches to planning, monitoring and assessing children's learning. The approach used has been collaborative, with staff across levels working together and sharing, through professional dialogue discussions around pedagogy and assessment approaches
- 4.9 Staff are confident about the progress their learners are making and plan in a targeted way to meet the specific needs of both individuals and groups of learners.
- 4.10 Staff are planning more effectively for challenge using open ended tasks. They have engaged with the benchmarks and use these to support both planning for assessment and to ensure where appropriate, children are being challenged within the next Curriculum for Excellence level. Children are encouraged to challenge themselves and apply their learning in different contexts.
- 4.11 Staff are engaging with attainment data and use this to inform their practice. They are aware of the attainment and achievement gap in their class.
- 4.12 All staff have engaged in practitioner enquiry focusing on pedagogy. This has enabled them to reflect on their practice and make improvements based on their research and professional dialogue.
- 4.13 The Quality Improvement Education team found that Blackhall Primary had made good progress in the two areas highlighted by Education Scotland in May 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 Leadership 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 N/A

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

22 August 2017

Dear Parent/Carer

In May 2017 a team of inspectors from Education Scotland visited Blackhall Primary School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

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

- Articulate, confident and happy children who thrive in the nurturing environment provided by staff. Children are enthusiastic, motivated and respond well to opportunities provided by the school.
- The effective leadership of the acting headteacher, together with the teamwork of the enthusiastic staff in securing school improvement and positive outcomes for children.
- The strong partnerships with parents, partners and the wider community to create an enriching learning environment for children.
- The inclusive approach in how the school promotes children's wellbeing, rights and resilience.
- Recently-introduced approaches to the development of literacy skills.

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

- As planned, the school should continue to develop a clear rationale for the curriculum based on the unique context of the school.
- Continue to develop approaches to assessing, monitoring and tracking of children's progress in order to improve pace and challenge in children's learning.

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 Blackhall 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/5521122>

What happens next?

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

Alan Urquhart
HM Inspector

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

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Summarised inspection findings

Blackhall Primary School

The City of Edinburgh Council

SEED No: 5521122

08 September 2017

Attendance is generally above the national average 97.2%.

In February 2016 2.8% (Decile 9) per cent of pupils were registered for free school meals

In September 2015 2 per cent of pupils live in 20% most deprived datazones in Scotland

In September 2015 the school reported that 2.2 per cent of pupils had additional support needs

Key contextual information

Blackhall Primary School is a non-denominational school which serves the community of Blackhall in the northwest of Edinburgh. The school has a close working relationship with The Royal High School and the three other associated primary schools (Clermiston, Cramond and Davidsons Mains), the Blackhall partnership nursery and St Columba's Church.

At the time of the inspection the roll was 450, operating in 16 classes. The school roll has increased considerably in recent years.

The school currently has an acting headteacher who is one of the substantive depute headteachers. The substantive Headteacher is currently on secondment, until May 2018.

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*

- Since her appointment in August, the acting headteacher has demonstrated clear, strategic leadership and managed the pace of change well. She is a positive role model for staff and children and has been the driver of many aspects of school improvement, encouraging collective responsibility and ownership of agreed change. She has built on the successes made by the substantive headteacher. She has shown commitment to developing staff and teamwork. As a result, there is clear evidence of effective teamwork across the school.
- Senior leaders have empowered and encouraged staff to become involved in identifying the school's strengths and development needs and as a result staff are increasingly taking responsibility and ownership in leading aspects of school improvement. In particular, development work in literacy is of a high quality and in due course will lead to higher attainment. They should now build on this practice to fully embed a culture of distributive leadership throughout the school.
- There is a clear understanding of what the focus is for school improvement with continual evaluation of impact of the changes through the 'Rolling Log of Evidence'. The staff team have a good understanding of the context of Blackhall School and are engaged in addressing the relevant areas for development, for example, challenging the most able learners. All staff are committed to ensuring high standards for all the children in the school.
- Staff, parents and children have worked collaboratively to review and develop the school's vision, values and aims. Senior leaders and staff should now enable children to develop a greater understanding of how they can apply these to help them improve as learners and develop skills for life, learning and work.
- The school should take forward its plans to further develop its vision, values and aims embedding them into the core of the curriculum rationale.
- Priorities for improvement are identified using a range of evidence which includes attainment information, observation of learning and teaching, shared classroom experiences, cluster moderation, tracking and monitoring meetings, self-evaluation using the National Improvement Framework (NIF) and seeking the views of other stakeholders.
- Senior leaders and staff across the school should use information from

observation of learning and teaching and shared classroom experiences to further develop a shared understanding of good practice and areas for improvement related to learning, teaching and assessment. This could be further developed by a more outward looking approach to school improvement.

- All staff are involved in the process of change and in evaluating the impact of improvements. There is a clear plan in place setting out the school's priorities for improvement and to manage the pace of change. The 'Rolling Log of Evidence' is used well by staff to record collaborative approaches, evidence of progress and actions and impact of changes.
- Staff feel confident to suggest new ideas and feel that they can be creative and innovative and that they will be supported by senior leaders to take their ideas forward. There is an effective professional review and development (PRD) process within the school which is linked to the GTCS standards. Staff are encouraged and supported well to participate in career-long professional learning linked to career aspirations and professional update. This could be further enhanced by all staff becoming more involved in focused practitioner and collaborative enquiry.
- The school has achieved success in involving children in contributing to school improvement. For example, they are involved in a range of groups and committees across the school. The involvement of all children is ensured through the weekly 'Bingo Ball' consultation. Almost all children across the school feel that they have a say in making the school better.
- Senior leaders are establishing effective approaches to monitor the work of the school and track children's progress. For example, a full year 'Tracking and Monitoring' calendar is in place and the senior leaders meet termly with staff to review children's progress. There is however still scope to ensure these approaches are consistently rigorous to ensure effective and timely interventions to support all children's learning. Senior leaders could increase the frequency of tracking and monitoring meetings to ensure appropriate progress for all learners. The school should build on the positive approach being taken to monitoring with other schools within the cluster.

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*

- Overall, the quality of learning and teaching across the school is good with aspects of very good in many parts of the school. Across the school there is a very positive and engaging environment for learning. Relationships between staff and children are positive and nurturing. Overall, children's behaviour is exemplary.
- Through a range of engaging, active learning opportunities across the curriculum, children frequently work collaboratively in pairs and small groups. They are fully involved in what they are asked to do, highly motivated and enjoy their learning. For example, P7 use published bus timetable to plan bus routes and at P5 children use the local estate agent to reflect on the use of persuasive language. In P4 children work well together to record personal bests in athletics. There is scope to build on this good practice and ensure a greater consistency in approaches to how children lead their own learning. Recent approaches to providing greater challenge, for example, 'mild, spicy, hot challenges' could be applied more consistently across the school within an increased shared staff understanding of how this approach adds best value to children's learning.
- Children are keen to share what they have learned with one another and they are confident when talking about their tasks and activities. As a result of these regular opportunities to talk about their learning, children are becoming more confident in discussing what they have done well and what they need to improve. This is enhanced further through, for example, weekly learning conversations and target setting. Whilst children are involved in using learning journeys there is scope to develop a greater consistency across all classes in how they are used. This could build on what children bring from associated nurseries and ensure a greater consistency in approaches across the early level.
- In a few lessons, staff need to plan more effectively and provide an appropriate level of challenge for individuals and groups within the class to ensure that the learning activities are well-matched to the needs of all learners.
- Pupil voice has been strengthened with the introduction of the 'Bingo Ball' initiative which ensures every child has a say in shaping improvements in the school. Learning through outdoor activities, including work with Earth Calling, STEM lessons and organising ECO, Christmas and Curriculum Fairs is providing children with a range of contexts to develop and consolidate knowledge and learn new skills. Staff should ensure learning through play is both purposeful and

challenging. Staff are identifying appropriate opportunities to use the Wonder Woods to support learning objectives in health and wellbeing. Children are now identifying and reflecting on the skills for learning, work and life with visits from parents helping them make connections to future careers.

- Classes make a weekly visit to the Information Technology (IT) suite and new digital technology has recently been introduced. However there is scope to improve the use of digital technologies to enhance learning further across all stages of the school.
- In almost all classes, there is evidence of a variety of teaching approaches including active learning, whole class lessons, group and paired work, independent learning and the use of games. Most of the learning environments are stimulating and display a good variety of children's work across the curriculum which supports children in their learning. Good practice should now be shared to ensure consistency across the school.
- Overall staff provide clear explanations during their teaching. In almost all lessons observed, teachers shared learning intentions and as a result children are clear on the purpose of their learning. In the best lessons, these learning intentions lead on to useful plenary sessions. There is scope to involve children more in generating 'Steps To Success' and ensuring these are more closely matched to the intended learning within lessons.
- Most teachers use questioning to good effect to check understanding and build on prior learning. In the best observed lessons, staff use well considered questions to scaffold and extend learning. Staff across the school should now share the good practice observed at the upper stages to ensure higher order questioning is developed more consistently.
- In most classes, children are provided with a range of oral and written feedback. In a few classes, children receive high-quality written feedback to identify their achievements and their next steps in learning. All staff should further develop their skills in providing more evaluative feedback to help pupils understand how they are progressing and what they need to do to improve.
- Across all stages in the school, staff use assessment for learning strategies well which helps children understand what they are trying to learn and what is expected of them. Recent work in the development of the school's initiative in creating a 'Learner's Toolkit' is providing clearer guidance across the school. This should now be tailored to suit the needs of individual classes. In the best lessons observed, approaches such as self and peer assessment are enabling children to reflect on, and evaluate, their own learning. Staff use the information gathered to monitor how well children understand their learning. There now needs to be a clearer focus on using assessment from day to day learning and teaching to plan well-timed interventions and next steps for individuals and groups to support or extend learning.
- A range of standardised assessments and on-going teacher professional judgement are used to inform attainment. Teachers should now, as planned,

engage more fully with Curriculum for Excellence benchmarks. Staff should use the benchmarks to improve and extend monitoring across all areas of the curriculum. The school should now take forward its plans to develop staff confidence in analysing and interpreting all data and help inform professional judgements and predictions about national levels of attainment.

- Staff are gaining in confidence when making professional judgements about the achievement of a level within Curriculum for Excellence for literacy and numeracy and should now use tracking meetings to increase their capacity to predict when children should be achieving a level.
- While staff engage in visits to each other's classrooms to share experience and moderate learning, they should now engage in moderation activities within and beyond the school. This should be extended to other curricular areas beyond literacy and numeracy. Staff have made a positive start with this in moderating with other schools within the local cluster.
- Staff plan collaboratively to ensure lessons are engaging and effectively resourced. Planning has been reviewed to ensure workload is proportionate and tackles bureaucracy. Planning and tracking meetings provide an opportunity for class teachers and the leadership team to discuss strategies, interventions and next steps for all pupils particularly those requiring challenge or support. Staff are sufficiently aware of which children face challenges and provide additional support. Pupil support assistants are timetabled very effectively providing a balance of direct support to individual pupils and wider support for learning.

2.2 Curriculum: theme 2: Learning Pathways

- Across the school, children receive a broad and balanced curriculum which gives children access to their entitlements within Curriculum for Excellence. The school is correctly revisiting its rationale for the curriculum to ensure all staff have a clearer shared understanding of what the school is trying to achieve across all contexts of learning. In doing so, the school should build further on the unique features of the Blackhall context and how this influences curriculum developments. The principles of curriculum design are evident in the work of individual classes and this work will ensure a greater cohesion in approaches to the curriculum across the school. The curriculum builds successfully in working with partners in the local community and beyond. These partnerships support the curricular activities very well.
- Children benefit from clear progressive pathways in literacy, numeracy, health and wellbeing based on the experiences and outcomes of Curriculum for Excellence. Progressive programmes, based on guidance from The City of Edinburgh Council provide suitable learning experiences across almost all other curricular areas in individual classes. Re-visiting the rationale for the curriculum will help staff develop a shared understanding about a greater continuity in approaches to skills progressions in all areas of the curriculum.
- Learning for sustainability and outdoor learning are developing well across the curriculum with children, developing a strong understanding of their environment including, for example children learning in a local forest and in the Wonder Woods.
- The school should continue to refine its curriculum allowing children to make more meaningful connections across their learning and across different curriculum areas. The continued focus on developing skills for learning, life and work and creativity will help this happen. There is scope for staff in the early years, and through soft start times at other stages, to develop further the purpose of play in meaningful contexts. Children would benefit from play that both consolidates and extends their learning of skills, knowledge and understanding across the curriculum.
- Alongside the development of the revised rationale for the curriculum, staff should consider how time is fully used on a day to day and week to week basis.
- Children benefit from a wide range of out-of-class activities such as cross-country and other sporting and musical activities.

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*

- The school's values and vision statement includes a focus on promoting wellbeing, fairness and respect for others with a strong commitment to children's rights. Strong positive relationships are evident between staff, children, parents and partner agencies. Individuals are valued, encouraged and respected. This creates a culture where children are supported to achieve and they know who to turn to if they need support. Staff understand their role in relation to wellbeing and the impact on learning for children and their families.
- Almost all children say that they feel safe and cared for in school. They identify who they would talk to if they had concerns. Staff are committed to ensuring improvements in wellbeing for children. Their work, a number of years ago, on developing planners for health and wellbeing was recognised by the education authority and adopted across schools in The City of Edinburgh Council. Teachers make very good use of the wellbeing indicators to plan teaching and learning to help children develop a clear understanding of their own wellbeing. Children understand the risks associated with social media and the importance of exercise and healthy eating. They are able to talk confidently and knowledgeably about what the wellbeing indicators mean in relation to their own wellbeing. For example, they can talk about when they feel safe, included and achieving. Children have a good understanding of resilience and the strategies they can use to developing their own resilience.
- Staff have developed innovative approaches like 'I can make a difference', 'Blackhall buzz' and 'Bingo Ball' to help them listen to and taking account of pupils' views. As a result, children have very good opportunities to be active participants in the life of the school. In addition, the class wellbeing representatives take good responsibility for ensuring that pupils' voices are a meaningful part of developments in the school, including the recent development of the school grounds.
- The school has very good procedures in place for supporting children's learning. Staff are committed to improving outcomes for children and supporting their learning. They know children well and have a good understanding of their strengths, family circumstances and support needs. They identify individual children's needs appropriately and put support in place to meet these needs. The staged intervention approach is used very well to consider the needs of children and identify appropriate interventions and support.

- The support for learning team works in close partnership with classroom teachers to identify and provide a range of additional support for children and staff. This includes regular consultation about planning to meet children's needs, assessment of needs, and the provision of additional resources and training. Children receive additional support in their own class from pupil support assistants (PSAs) and the support for learning teacher. In addition, a small number of children receive direct support for their learning individually and in groups outwith their classroom. Staff should continue to monitor the time given to this form of direct support to ensure that this does not become the prime means of helping children to learn. PSAs support children very well in class, and through a range of specific skills programmes. They have benefitted from a range training to help them support children.
- Children benefit from the school's inclusive environment where they have equal opportunities to learn and participate in wider activities. The school's work towards developing children's rights is resulting in a very good understanding of equality and diversity. The school continues to develop strategies, including a plan for the Pupil Equity Fund, to ensure that there are improvements to attainment and achievement for children and families facing a range of challenges. A range of partners is well engaged in supporting the school's strategies for these children and families.
- The school and partner agencies follow local and national guidance in terms of implementing GIRFEC requirements to identify, plan and review children's needs. A small number of children with additional support needs have an individual education plan (IEP) which is reviewed regularly. Pastoral transitions are well planned and there is enhanced transition for children with additional support needs. A wide range of partners support this work to very good effect.
- The school has very good understanding of its statutory duties. All children have two hours of physical activity each week and the school provides appropriately for religious observance.

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*

Attainment in Literacy and Numeracy:

- Overall, children's attainment, including those with additional support needs, in English language and literacy and in mathematics and numeracy is very good. Classroom observations, with children and staff during the course of inspection supported this evidence well. In response to data scrutiny on performance over time, progressive and consistent programmes have been developed for literacy and numeracy and as a result, attainment is rising. Tracking of children's progress has been reviewed to focus on increased expectations of pace and challenge in literacy and numeracy. Where there is a risk of attainment slipping, staff take appropriate and prompt action. However, the school now needs to apply more rigour to this process.

Overall progress in Literacy:

- Overall children's progress in literacy is very good.
- In listening and talking most children achieve the early level by the end P1. By the end of P4 most achieve the first level and by the end of P7 most achieve the second level. In reading, most children achieve the early level by the end of P1, most achieve the first level by the end of P4 and most achieve the second level by the end of P7. In writing most children achieve early level by the end of P1, most achieve the first level by the end of P4 and most achieve the second level by the end P7. The school now needs to ensure it provides more challenging learning for children who exceed the expected.

Listening and Talking:

- Overall, children are developing and applying skills in listening and talking across their learning very well.
- Almost all children are articulate, speak confidently and with enthusiasm. All children listen attentively to their teachers instructions. They are respectful when listening to presentations by their peers and offer helpful feedback. At the second level, children are able to differentiate well between opinion and fact and can create an informed view based on available information.
- Children across the school are developing their skills in interacting with others through e.g., class presentations and co-operative group work. They do this very well.
- At the early level, most children can respond to instructions and ask questions which demonstrate understanding related to their learning. By the first level, most children are demonstrating that they can ask and respond to questioning and can identify key ideas well within spoken texts including digital and audio visual texts.

At the second level, the development of higher order thinking skills in P7 is an example of very good practice.

Reading:

- Across the school, a very high standard of reading is evident in all classes. Staff provide a variety of opportunities to analyse texts, study characterization and extend vocabulary work and comprehension.
- Children working at the early level are developing their phonic skills very well following a structured programme. They can sound out and blend words, apply skills and use fun games to practice their letters words and phrases. However, a few children in P1 who show confidence in diagraphs and blends would benefit from further challenge.
- Children working at the first level enjoy reading aloud and can talk confidently about books they are reading. Across the school, children participate in useful paired and individual reading activities. When reading aloud almost all children do so clearly and with expression beyond their age. In P4, children are very confident in explaining preference of authors and can confidently contribute to discussions about characters and ideas related to the text.
- By the second level children's enjoyment of reading is evident. Almost all children are able to use their knowledge of language to read unfamiliar texts for pleasure. For example, children in P7 are reading Anthony Horowitz texts.
- Across all levels, the approach to skills development in reading is a key strength of the school and, as a result, children are able to talk confidently about their own skills. Almost all children engage well with a range of texts across learning and are selecting texts for their personal reading using different strategies and for different purposes. Almost all children are able to identify key information from texts for a range of different purposes.

Writing:

- Writing across the school is of a very high standard and children are making very good progress. Development work this session on criteria for assessment is having a positive impact on progress which is tracked systematically. Guidance is given to staff on the skills to be developed and overtaken. Staff now need to develop their moderation practices further to ensure that all tracking information gathered is robust. There are examples of very effective feedback offered in the upper school; however, a consistent approach to giving feedback is needed across every class to improve children's progress in writing further.
- Expectations around presentation of writing are consistently high.
- The teaching of spelling is structured giving opportunities to use and apply knowledge of phonics and spelling strategies in a range of contexts. Children respond well to this and are making good progress with their spelling
- At the early level, children are able to use a range of technical skills, including using capital letters and full stops. They are confident in forming letters and use sounds to form simple sounds and letters very well. Children are able to write at length and for a variety of different purposes.
- At the first level, most children are capable of writing pieces which are imaginative, informative, describe a set of instructions or contain a persuasive argument. Almost all are using appropriate vocabulary for specific purposes when creating their own texts across a range of genres. Children are applying skills effectively through independent pieces of writing and work through the process of writing including planning, drafting and editing.
- Almost all children working at the second level use appropriate vocabulary to

convey thoughts and feelings when developing characters and settings. There is evidence of very strong pieces of independent writing where children are writing at length across a range of genres and styles. They incorporate writing techniques such as personification very well to enhance their writing. Staff should now consider the pace of learning and level of challenge for those children who are progressing confidently through their targets.

- At all stages, children have a good understanding of the tools they need for writing, for example, they know about appropriate punctuation, spelling and have a sound knowledge of parts of speech.

Attainment in numeracy and mathematics

- Attainment in numeracy and maths is very good.
- According to the school, almost all children achieve the early level by the end of P1, the first level by the end of P4 and most children achieve the second level by the end of P7. The school has correctly identified scope for a number of children to attain these levels earlier. Staff have introduced an approach to flexible grouping in most classes, however the school now needs to develop progressive levels of challenge in tasks related to development of skills. This will ensure all children learn at an appropriate pace and that expectations of what children can achieve remain high. Together with the consistent focus on the development of mental agility through the existing SEAL programme, children's understanding of number and number processes will continue to be developed. Children in most classes are given opportunities to revisit taught concepts and deepen their learning.

Number, Money and Measurement

- Across the school, almost all children show strength in understanding number processes, developing an increasingly sound understanding of the number system and place value as they progress through the school. By the end of the early level, almost all children are able to count with confidence, work on simple addition and subtraction and are confident in counting forwards and backwards within 100. By the end of first level, almost all children are confident in multiplying by 2,3, 5, 10 and display a good understanding of place value. By the end of second level, most children are demonstrating their knowledge of fractions, decimal fractions and percentages and use these skills in real-life scenarios. Children across the school are confident in explaining the strategies they are using for mental calculation as appropriate to their stage.
- As they progress through the school, children are becoming increasingly more confident in identifying and using coins and notes. Across all levels there are a number of opportunities provided to develop skills in this area and apply to activities linked to the life of the school.
- As children move through the school, most are confident and accurate in measuring and estimating using a range of standard units. They are able to select the relevant instruments and units to measure length, weight and capacity. At the second level most children can calculate perimeter, surface area and volume using real-life contexts.

Shape, position and movement:

- Almost all children at the early level are able to identify 2D shapes. At the first level almost all children confidently named 2D shapes and 3D objects and are able to discuss properties such as face, edge, angles. At second level most children are confident when measuring angles.

Information handling:

- Across the school most children are gathering and presenting data in a range of forms appropriate to their ability and linked to the learning context which also provides opportunities for collaborative approaches. This allows children to demonstrate their understanding and explain their thinking to others.
- Children in the upper stages could demonstrate problem solving skills and strategies within real life contexts involving local bus timetables and the planning of a school excursion.

Attainment over time:

- Over the last three years, whilst trends in attainment have been variable, data for the early and first levels in June 2016 indicates a significant rise in attainment in literacy and numeracy. At the second level attainment in literacy and numeracy has improved. Recent strategies combined with improved approaches to teaching have shown positive impact on children's levels of attainment. Inspection evidence suggests that many children may be performing above the attainment figures provided by the school.
- The school needs to ensure that its strategy to raise attainment supports more consistent progress through Curriculum for Excellence levels across the curriculum.

Broad General Education

- At all stages, children are achieving well across the broad general education. Examples include –
- Children are developing a very good understanding of sustainability and how to look after the outdoor environment. They are developing very good skills through learning in a local forest and in the Wonder Woods within the school environment.
- In all classes, children are attaining very well in physical education and rise to the high standards set by staff.
- Children skills in science are developing well. They are able to talk knowledgeably about their work on STEM and their whole-school visit to the Glasgow Science Centre.
- At most stages, children are developing good skills in the expressive arts, for example, how they can use drama to express their emotions. Across the school, there are many examples of good-quality art work in a variety of styles and genres. Children are able to use the work of famous artists as a stimulus for their own work.
- The school is aware that in order to improve further all children's skills across all subjects there is need to improve consistency in approach from stage to stage. Staff should build on the best practise already in the school to ensure that all subjects have clear progressive pathways which allow children to build on their prior learning. This should be achieved within the school's work on revisiting its rationale for the curriculum.

Equity for all Learners:

- Children at risk of missing out are supported very well, e.g. the school athletics club ensures that all children have the opportunity and are encouraged to participate. The school has produced a comprehensive plan for the Pupil Equity Fund closely linked to the School Improvement Plan to meet the needs of vulnerable children or those who may be disadvantaged in their learning. The tracking and monitoring system ensures that any barriers to children's learning and achievement are identified and rigorous interventions put in place. There is now a need to develop this approach to ensure the needs of more able children are always met.

Overall quality of learners' achievements

- Throughout the school children experience a wide range of opportunities to help them develop confidence and self-esteem and this enables them to develop their personal interests further.
- Children's achievements are recognised and celebrated in newsletters, on the school website, through 'Blackhall Buzz' and at weekly 'Star of The week' assemblies. Children are taking ownership of their own learning through the use of learning logs which also record their achievements in and out of school.
- Children across the school are gaining important leadership skills and gaining confidence in sport through being involved in Edinburgh City Sports Programme. Children benefit from participation in a range of after school clubs which include athletics, cross country, football, drama, dance and knitting.
- Children are developing skills for life such as citizenship and leadership and enthusiastically take on responsibilities such as BFG buddies, house captains, class helpers, book club etc. These skills are further developed through the school's participation in Rights Respecting Schools and Eco Schools (going for 5th Flag). Children in P6 and P7 gaining further confidence in the citizenship and leadership skills and attributes that are being developed through the school's participation in the Jass Programme.
- Primary 7 children benefit from a week of residential experience at Dalguise Outdoor Centre.

School choice of QI Partnerships

- **Theme 1-The development and promotion of partnerships**
- **Theme 2 - Collaborative learning and improvement**
- **Theme 3 - Impact on learners**

Suggested word count (dependent of number of themes)

- The school has very successfully established a wide range of partnerships throughout the local community. These positive partnerships have enhanced outcomes for children. For example, the collaborative work with Earth Calling has developed children's understanding of sustainability and children have benefitted from the impressive and imaginative renovation of the school grounds and the 'Wonder Woods'. There are close working relationship with schools in the learning cluster, Blackhall partnership nursery and a number of local special schools which ensure that children experience positive transitions through their learning journey.
- The school works very well with parents and partners in the local community to support children's learning. Regular newsletters and updates on the website are produced by the school. Workshop sessions on the curriculum give parents the added knowledge to better support their children at home. An example of this is the recent curriculum workshop which older children helped organise.
- The Parent Council and Parent Staff Association play a very active part in the life of the school and support the school through providing extra funding, and supporting and organising events such as the autumn and Christmas Fair and the recent Eco-Fair. The provision of funds for sports equipment and to help develop an outdoor classroom in the form of the Wonder Woods are examples of where parents have given extremely effective support to the school.
- The Parent Council has responded very well to the local authority's approaches to closing the poverty gap across the city. Members of the Parent Council have undertaken training on the authority's strategies to close the poverty gap and now intend to work closely with the school to develop a Blackhall approach which could help families who may be facing financial difficulties.
- The varied partnerships are based on shared values, mutual respect, strong relationships and sharing of expertise to improve outcomes for children. As partners come from differing backgrounds and have a range of reasons for being involved with the school, there are few obvious opportunities for regular meetings or collaboration between the partners. The further growth and promotion of partnerships could be enhanced by evaluating the impact of partnerships on learners and developing a more strategic overview.

Particular strengths of the school

- Articulate, confident and happy children who thrive in the nurturing environment provided by staff. Children are enthusiastic, motivated and respond well to opportunities provided by the school.
- The effective leadership of the acting headteacher, together with the teamwork of the enthusiastic staff in securing school improvement and positive outcomes for children.
- The strong partnerships with parents, partners and the wider community to create an enriching learning environment for children.
- The inclusive approach in how the school promotes children's wellbeing, rights and resilience.
- Recently-introduced approaches to the development of literacy skills.

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

- As planned, the school should continue to develop a clear rationale for the curriculum based on the unique context of the school.
- Continue to develop approaches to assessing, monitoring and tracking of children's progress in order to improve pace and challenge in children's learning.

What happens at the end of the inspection?

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

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Appendix 3

Blackhall Primary School Follow Through Report August 2019

In September 2017, Education Scotland published a letter following the inspection visit to Blackhall 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.

As planned, the school should continue to develop a clear rationale for the curriculum based on the unique context of the school.

A clear shared vision for the school has been developed in consultation with staff, pupils and parents. This reflects the aspiration of the whole school community to improve outcomes for learners across the four contexts for learning. The staff have a clear understanding of the social, economic and cultural context of the local community and have used this knowledge to shape the vision for the school. Staff are beginning to embed this vision into the life of the school and plan to link this work with their new Positive Relationships Policy.

All staff have been consulted on the development of a new curriculum rationale which will be underpinned by the shared values of the school community. Staff clearly understand how the curriculum should be shaped by the uniqueness of the setting.

The school is continuing to develop the wider curriculum to ensure creative and innovative approaches to learning and teaching. Science is now being taught discreetly with clear progression pathways and links made with the secondary school. This has given children more engaging, relevant and motivating experiences. Staff are aware of the importance of developing skills for learning, life and work. They have identified skills linking to literacy and numeracy and have plans to develop this across the wider curriculum.

Continue to develop approaches to assessing, monitoring and tracking of children's progress in order to improve pace and challenge in children's learning.

The school has worked hard to develop their approaches to planning, monitoring and assessing children's learning. The approach used has been collaborative, with staff

across levels working together and sharing, through professional dialogue discussions around pedagogy and assessment approaches. Staff are confident about the progress their learners are making and plan in a targeted way to meet the specific needs of both individuals and groups of learners.

The Blackhall Assessment Framework will continue to support a greater understanding of assessments required to be undertaken throughout the school year. This has provided more robust data to help inform teacher professional judgement. As a result, staff report that they are more confident in making these judgements about children's progress and in addition, the pace of learning has improved.

Staff are planning more effectively for challenge using open ended tasks. They have engaged with the benchmarks and use these to support both planning for assessment and to ensure where appropriate, children are being challenged within the next Curriculum for Excellence level. Children are encouraged to challenge themselves and apply their learning in different contexts.

Staff are engaging with attainment data and use this to inform their practice. They are aware of the attainment and achievement gap in their class. The value added was calculated for all learners. This helped staff to identify pupils whose attainment had slowed enabling interventions to be put in place.

All staff have engaged in practitioner enquiry focusing on pedagogy. This has enabled them to reflect on their practice and make improvements based on their research and professional dialogue.

Staff have developed their knowledge and skills in the use of digital technology to support learning and teaching. The new digital strategy is underpinned by the new school vision which makes ensures this an integral part of the learning experience at Blackhall. Staff are becoming skilled at using digital technologies to both support and challenge learners.

The school should continue to develop staff confidence in using the benchmarks across other curricular areas.

Blackhall Primary school has made good progress in both areas highlighted by Education Scotland in September 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.

Sub-Committee on Standards for Children and Families

10:00am, Wednesday, 11 December 2019

HMI Continuing Engagement Visit at Bonaly Primary School Nursery Class

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 Communities and Families

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Report

HMI Continuing Engagement Visit at Bonaly Primary School Nursery Class

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.
- 2.3 The November 2019 letter (Appendix 1) and the Summary of Inspection Findings from the Initial Nursery Inspection in 2018 (Appendix 2) advise the Sub-committee on the outcomes of the initial inspection and the progress made since then.

3. Background

- 3.1 In September 2018, HM Inspectors published a letter about Bonaly Primary School and Nursery Class. The letter set out a number of areas for improvement, which HM Inspectors agreed with the school and The City of Edinburgh Council. In September 2019, HM Inspectors visited the nursery class again. During their visit, they talked to children and worked closely with the headteacher, staff and representatives from The City of Edinburgh Council. HM Inspectors heard from the headteacher and other staff about the steps the nursery class has taken to improve. They looked at particular areas that had been identified in the original inspection. As a result, HM Inspectors were able to find out about the progress the nursery class has made and how well this is supporting children's learning and achievements. The letter (Appendix 1) sets out their findings.

4. Main report

- 4.1 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council in September 2018:

- 4.1.1 Continue to improve approaches to the school's self-evaluation and ensure the nursery is well supported in taking forward its areas for improvement.
- 4.1.2 Take forward the school's plans to improve the curriculum, streamline planning and assessment and ensure appropriate challenge for all children is achieved through consistently high quality learning and teaching across the school.

4.2 The inspection team found the following strengths in the school's work during the continuing engagement visit in September 2019:

Continue to improve approaches to the school's self-evaluation and ensure the nursery is well supported in taking forward its areas for improvement.

- 4.2.1 The nursery class has made good progress in improving self-evaluation. The positive impact of senior leaders in leading identified improvements is a key feature of the improvement progress made since the original inspection.
- 4.2.2 The commitment of the whole nursery team is evident and puts the nursery class in a positive place to further increase the pace of change through the more structured self-evaluation process. Practitioners have made a positive start to using the quality indicators from the self-evaluation framework, 'How good is our early learning and childcare?' This is supporting practitioners to recognise what is working well and what still needs to be improved.
- 4.2.3 There is clear evidence of a shared responsibility for improvement within the nursery team that is led skilfully by the Principal Teacher. The nursery class improvement plan, a post inspection action plan and the monitoring and tracking calendar identify clearly key areas of focus as outlined in the original inspection.
- 4.2.4 Professional learning and support from The City of Edinburgh Council has ensured senior leaders and practitioners have developed their knowledge and skills in early learning and childcare. A deeper understanding of professional learning requirements is beginning to support the setting on its continuing improvement journey.
- 4.2.5 Attendance at locality cluster meetings and opportunities to visit other settings is supporting a more outward looking approach. This is resulting in improvements in children's learning in the nursery class.

Take forward the school's plans to improve the curriculum, streamline planning and assessment and ensure appropriate challenge for all children is achieved through consistently high quality learning and teaching across the school.

- 4.2.6 Children are happy, motivated and engaging in a wider variety of independent learning experiences since the original inspection. There are positive, caring relationships between practitioners and the children resulting in the children feeling valued, safe and secure.

- 4.2.7 Nursery environment reviews and completion of action plans are supporting a more child centred learning approach. Children can now access a wider range of resources more independently and lead their own learning. The support of practitioners and the improved layout and organisation of the nursery has improved opportunities for problem solving and creativity.
- 4.2.8 The establishment of a monitoring calendar by senior leaders is currently identifying where questioning and interactions are most effective. This information is supporting the improvements in the quality of early and childcare in the nursery class.
- 4.2.9 The recent introduction of a Forest Schools Kindergarten pilot project by The City of Edinburgh Council is supporting practitioners to develop further their knowledge and understanding of the benefits of outdoor learning. Children are observed to be motivated and engaged in their outdoor learning at the Forest Schools Kindergarten and outside space at the nursery class. This is supporting children's physical activity, curiosity and inquiry skills and levels of engagement.
- 4.2.10 Planning and assessment processes have been streamlined and are beginning to better inform observations and identify next steps in children's learning. As a result, the quality of play and learning experiences has improved since the original inspection. The use of updated responsive planning formats that respond to children's interests are supporting practitioners to build upon children's prior learning.
- 4.2.11 Continued development in this area will enable practitioners to more consistently link the children's interests with the wider curriculum and increase further depth and challenge in learning.
- 4.2.12 Practitioners' skills in capturing significant learning and achievements are improving following professional learning on observation and assessment. Parents have increasingly responded to online learning journal entries.

4.3 Areas for further development were outlined as:

- 4.3.1 As planned, the increased involvement of parents and carers in the improvement journey of the nursery will be a positive next step. The development of 'Stay and Play' sessions and parent groups for specific improvement priorities will support this area for improvement.
- 4.3.2 There is now scope to develop further the specific leadership roles of practitioners linked to identified improvement priorities for the nursery class. This would support the developing curriculum knowledge of practitioners and develop further the quality of children's experiences.
- 4.3.3 Online learning journals now need to be discussed with children and families more regularly to ensure children have learning conversations that support them to know themselves better as learners. The learning journals should continue to be monitored rigorously to ensure they consistently track individual children's learning and progress across the curriculum. This will support practitioners to demonstrate better children's progress over time.

- 4.3.4 The curriculum rationale, although recently reviewed needs to better reflect the context of the setting and the needs of the community. The use of national guidance documents will support this process.

4.4 More detailed information is available from
<https://education.gov.scot/media/j2tevpte/bonalypsncins051119.pdf>

4.5 **Measures of Success**

HM Inspectors reported that the nursery class has made good progress since the original inspection. They are confident that the nursery class has the capacity to continue to improve and they will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents about the progress of the nursery class as part of its arrangements for reporting on the quality of its schools.

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 initial 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 from original inspection

5 November 2019

Dear Parent/Carer

In September 2018, HM Inspectors published a letter on Bonaly Primary School and Nursery Class. 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 nursery class again. During our visit, we talked to children and worked closely with the headteacher, staff and representatives from The City of Edinburgh Council. We heard from the headteacher and other staff about the steps the nursery class 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 nursery class 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.

Continue to improve approaches to the school's self-evaluation and ensure the nursery is well supported in taking forward its areas for improvement.

The nursery class has made good progress in improving self-evaluation. The positive impact of senior leaders in leading identified improvements is a key feature of the improvement progress made since the original inspection. The commitment of the whole nursery team is evident and puts the nursery class in a positive place to further increase the pace of change through the more structured self-evaluation process. Practitioners have made a positive start to using the quality indicators from the self-evaluation framework, 'How good is our early learning and childcare?' This is supporting practitioners to recognise what is working well and what still needs to be improved.

There is clear evidence of a shared responsibility for improvement within the nursery team that is led skilfully by the Principal Teacher. The nursery class improvement plan, a post inspection action plan and the monitoring and tracking calendar identify clearly key areas of focus as outlined in the original inspection.

Professional learning and support from The City of Edinburgh Council has ensured senior leaders and practitioners have developed their knowledge and skills in early learning and childcare. A deeper understanding of professional learning requirements is beginning to support the setting on its continuing improvement journey. Attendance at locality cluster meetings and opportunities to visit other settings is supporting a more outward looking approach. This is resulting in improvements in children's learning in the nursery class.

As planned, the increased involvement of parents and carers in the improvement journey of the nursery will be a positive next step. The development of 'Stay and Play' sessions and parent groups for specific improvement priorities will support this area for improvement.

There is now scope to develop further the specific leadership roles of practitioners linked to identified improvement priorities for the nursery class. This would support the developing curriculum knowledge of practitioners and develop further the quality of children's experiences.

Take forward the school's plans to improve the curriculum, streamline planning and assessment and ensure appropriate challenge for all children is achieved through consistently high quality learning and teaching across the school.

Children are happy, motivated and engaging in a wider variety of independent learning experiences since the original inspection. There are positive, caring relationships between practitioners and the children resulting in the children feeling valued, safe and secure.

Nursery environment reviews and completion of action plans are supporting a more child centred learning approach. Children can now access a wider range of resources more independently and lead their own learning. The support of practitioners and the improved layout and organisation of the nursery has improved opportunities for problem solving and creativity. The establishment of a monitoring calendar by senior leaders is currently identifying where questioning and interactions are most effective. This information is supporting the improvements in the quality of early and childcare in the nursery class.

The recent introduction of a Forest Schools Kindergarten pilot project by The City of Edinburgh Council is supporting practitioners to develop further their knowledge and understanding of the benefits of outdoor learning. Children are observed to be motivated and engaged in their outdoor learning at the Forest Schools Kindergarten and outside space at the nursery class. This is supporting children's physical activity, curiosity and inquiry skills and levels of engagement.

Planning and assessment processes have been streamlined and are beginning to better inform observations and identify next steps in children's learning. As a result, the quality of play and learning experiences has improved since the original inspection. The use of updated responsive planning formats that respond to children's interests are supporting practitioners to build upon children's prior learning. Continued development in this area will enable practitioners to more consistently link the children's interests with the wider curriculum and increase further depth and challenge in learning.

Practitioners' skills in capturing significant learning and achievements are improving following professional learning on observation and assessment. Parents have increasingly responded to online learning journal entries. Online learning journals now need to be discussed with children and families more regularly to ensure children have learning conversations that support them to know themselves better as learners. The learning journals should continue to be monitored rigorously to ensure they consistently track individual children's learning and progress across the curriculum. This will support practitioners to demonstrate better children's progress over time.

The curriculum rationale, although recently reviewed needs to better reflect the context of the setting and the needs of the community. The use of national guidance documents will support this process.

What happens next?

The nursery class has made good progress since the original inspection. We are confident that the nursery class 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 about the progress of the nursery class as part of its arrangements for reporting on the quality of its schools.

Louise Phillips
HM Inspector

Summarised inspection findings

Bonaly Primary School Nursery Class

The City of Edinburgh Council

18 September 2018

Key contextual information

Bonaly Primary School Nursery Class is located within the main primary school building in the south-west of Edinburgh. At the time of inspection the roll was 48 children attending AM and PM sessions. The nursery is registered to care for a maximum of 50 children. Children have access to one large playroom, a secure outdoor area and an extra smaller playroom. The nursery accommodation includes an entrance hall, parents room, cloakroom and toilet facilities.

1.3 Leadership of change

weak

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

- Practitioners know individual children and families well. They are an enthusiastic and motivated team who strive to meet the pastoral and learning needs of the children in their care. This was evident through the level of engagement and professional dialogue with the inspection team during the week. The experienced nursery team has ensured a degree of consistency during a time of staffing changes at the start of the current academic year. The nursery team would now benefit from increased direction and guidance to support them with areas for improvement.
- The school and nursery's vision and values are displayed in the entrance area of the nursery class. This was an aspect of the school's work that was initiated by practitioners. They are at the early stages of sharing the values with children. As planned, the creation of a child-friendly version of the vision and values will ensure ownership by all.
- Practitioners make use of national guidance and self-evaluation frameworks to identify strengths and areas for improvement. A more focused use of the frameworks for targeted improvements will lead to well-timed changes. As planned, additional meetings in the nursery team will continue to support capacity building.
- Practitioners are keen to continue to further develop their leadership skills, utilising their talents and interests. The establishment of an increasingly child-led and play-based curriculum is at an early stage.
- Professional review and planning is at the early stages of linking with improvement priorities and practitioners' professional learning needs. Opportunities to visit other settings, attend cluster meetings and local authority network sessions is promoting an outward looking approach. Practitioners value these experiences. Further guidance and professional learning to deepen understanding of early learning pedagogy would support the setting to deliver high quality early learning and childcare.

- Clear strategic guidance is now needed to ensure a well-judged pace of change in improving outcomes for children. Practitioners are aware of the school improvement plan and recently created an action plan relevant to the nursery class. A future improvement plan should include roles and responsibilities for practitioners and set out realistic timescales to take forward targeted improvements. As this develops, it will be important to demonstrate and evidence the progress being made and impact of change. The inclusion of parents and partners in improvement planning processes will also be a positive next step.
- More formal and regular monitoring of the nursery class needs to be established. The senior leadership team need to improve their approaches to self-evaluation. This will ensure practitioners are supported to deliver high quality learning experiences and the best possible outcomes for children and families.
- The headteacher, as manager with responsibility for the nursery class, should now develop a more comprehensive understanding of roles and responsibilities in fulfilling the range of statutory duties required.

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
-
- Relationships between practitioners and children, children and their peers and between practitioners and parents are warm and trusting. Children are confident, feel secure and demonstrate independence skills as they enjoy their free play. Most children engage well with the range of interesting experiences available to them both indoors and outdoors. The majority of children are motivated and enthusiastic in their play for most of the session. In order to develop this further and provide increased challenge and depth, practitioners should plan consistently for the support and development of children's creativity, curiosity and inquiry skills both indoors and outside.
 - Practitioners know their children and have a good understanding of their development needs. The majority of children can concentrate for longer periods in the outdoor area where open-ended materials support them to work cooperatively and develop their problem solving skills. Practitioners are beginning to use appropriate questioning to support and extend children's learning. This now needs to be more consistent across all areas of play.
 - A few children are beginning to share their prior learning through the recent introduction of floor books. At times throughout the session, there are missed opportunities to develop children's learning. Practitioners should maximise the opportunities for children to be consulted, take the lead and reflect more frequently on their own learning. This will support children to develop their knowledge of themselves as learners.
 - Practitioners observe children during free play and adult-led activities and record the observations in children's individual online learning journals. The observations in the online learning journals include helpful photographic evidence and comments from parents. However, most children did not show an awareness of their online learning journal. Practitioners now need to fully involve all children and spend time explaining the learning journal and the observations to them. Practitioners should continue to develop their skills in gathering information on significant learning that will lead to appropriate next steps in learning being identified.
 - Practitioners use digital technologies appropriately to enhance children's learning. Children enjoy using tablets and computers to listen to stories, take photographs or play number games.
 - Too much of the planning of children's learning is adult-led. Practitioners have recently introduced floor book planning and are at the early stages of involving the children in this process. Practitioners recognise the need to develop this approach further and to increase the opportunities for children to follow their individual interests and have a stronger voice in the planning process.

- Practitioners use the local authority literacy and numeracy tracking documents to record children's progress. They now need to be supported to evaluate the progress that individual children are making so that the information gathered can inform planning and improvement.

2.2 Curriculum: Learning pathways

- Practitioners make use of Curriculum for Excellence experiences and outcomes to plan for children's learning. There is a clear focus on literacy, numeracy and health and wellbeing. The planning process now needs to be developed to ensure it is highly responsive to children's needs and interests. Children need to continue to experience a range of meaningful contexts to develop and apply their knowledge across the curriculum. Full account should be taken of curriculum design principles with particular reference to depth and challenge.
- Practitioners are keen to work more closely with school staff working at the early level to develop a shared pedagogy for play. This work should focus on continuity and progression in children's learning through play across the early level. This will support the nursery practitioners to be more fully involved in whole school curriculum development.
- Practitioners need to continue to develop their skills and confidence in planning, assessing and evaluating learning across the curriculum. The team recognise that there is scope for the curriculum to be more dynamic, challenging, child-led and reflect children's interests in a meaningful way. More responsive approaches will ensure that children are fully engaged in their learning and are able to build progressively on their skills.
- Positive relationships exist between practitioners and school staff. Children benefit from a well-established transition programme from the nursery class into P1. As planned, the establishment of a progressive early level will ensure prior learning is built upon.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents responding to inspection questionnaires report that they receive helpful feedback about what their child is learning. This includes regular informal contact and more formal events such as parents' evenings. Along with informal feedback, parents have access to information online which documents some of the activities and experiences children have at nursery. Curriculum evenings are offered. The nursery class is planning to develop other ways to share current learning experiences and contexts with parents to enable them to support their children's learning at home such as 'Stay and Play sessions'. This would enable parents and carers to support learning at home and in the wider community.
- There is scope for an increase in the number and range of partners engaged with to support and motivate learning. A focus on the world of work will support the promotion of high aspirations for children and further inclusion of parent's and carer's skills and expertise.
- The setting has an established link with a local sheltered housing initiative with children singing songs at agreed times. Contributions to a local food bank enhance children's understanding of the needs of their local and wider communities.
- Feedback from parents, carers and children is regularly sought and used to develop experiences in the setting. For example, the transition to school programme as well as Forest Kindergarten and 'Fairy Story Friday'.

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 and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a warm, welcoming atmosphere within the setting and children quickly choose where they would like to play when they arrive. Practitioners know each child and family well and are responsive to their needs. Children are happy and enjoy the company of their friends and adults.
- Children are polite and well mannered. Practitioners model and encourage respectful behaviour and use a variety of strategies to resolve conflicts and promote a caring ethos. There is sensitive acknowledgement of when children exhibit particular traits such as empathy and kindness. At their own developmental stage, almost all children are developing the skills required to play together including sharing and taking turns. Parents report that they are happy to leave their children in the setting.
- Practitioners value the importance of nurturing children's wellbeing and respond appropriately to children's needs. Almost all children appear to feel safe, relaxed and confident as they play. The wellbeing of children is promoted through a range of learning experiences. They enjoy the large and varied outdoor space and this is supporting children's sense of wellbeing. Practitioners' understanding of the national wellbeing indicators continues to develop. The setting is at the early stages of using them when planning for learning or meeting children's needs. Practitioners should now use the indicators more consistently in their daily practice with children. A developing awareness and understanding should be supported through real and meaningful contexts. Sharing the wellbeing indicators in a meaningful and focused way with parents and carers will also be a positive next step.
- There is considerable scope to develop children's early leadership skills further. Children take on the role of snack helper to choose snack and are observed to be capable and enthusiastic. The setting has scope to encourage children to express their choices and opinions in a more individualised way. This would better realise their potential and allow them to take a more active role in the life of the setting.
- As discussed, there is a need for information to be collated in individual personal plans in greater detail and more systematically with associated legislative timescales. This approach to personal planning now needs to be developed to better reflect the support the setting provides for children and families. All children who experience short or long term barriers to learning are supported by practitioners. It is now necessary to have clear and understood processes that ensure the implementation of interventions are recorded and outcomes measured more robustly over time. Awareness of statutory duties by the manager will ensure appropriate processes and procedures are put into place to ensure the safeguarding of all.

- All children and families are treated fairly and with respect in the setting. Practitioners are aware of the need to promote learning about equality and diversity and as discussed are planning to explore ways to provide developmentally appropriate experiences to extend children's understanding in these areas.

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

- In early language and communication almost all children are making good progress. They are confident communicators and most children enjoy opportunities for extended conversations with adults and their peers. Most children use a good range of expressive language in their play. They listen well during group experiences and can follow a set of instructions. Children are developing marking and early writing skills. Most are able to 'write' their name and older children are producing recognisable letters. Children are able to develop their writing skills in real life contexts for example, writing the sign for snack and using their reading and writing skills when spotting birds in the outdoors. Children are highly engaged in, and enjoy, group story times. Most children recognise environmental print in the nursery and local environment. Children and families engage very well with initiatives promoting an enjoyment of reading such as 'Fairy Story Friday' and 'Bedtime Stories'. Children access and enjoy the wide range of fiction and non-fiction books available in the setting.
- Most children are developing good early mathematical skills. They count and recognise numerals as they engage in play and through nursery routines. A few children use mathematical language when measuring in their play. They understood how to use a spirit level to measure a wall they had built. Practitioners should now build on these opportunities to increase children's application of skills in new and real-life contexts.
- Most children are making good progress in health and wellbeing. They have developed friendships, are kind to each other and cooperate well with each other to complete tasks. Children develop a good range of physical skills in the outdoor area on a range of equipment and in gym lessons led by the PE teacher. They are confident in hygiene routines and are aware of ways to stay healthy.
- Children are developing a good awareness of the natural world through planting and growing activities. Visits to the local woodland in Bonaly Country Park are enabling children to connect with nature and increase their knowledge of their local environment. Practitioners should now consider ways to enhance the Forest Kindergarten experience so that the younger children can be included.
- Children are making good progress over time. The information contained in the literacy and numeracy trackers and in online learning journals confirms this. The leadership team should now support staff in identifying next steps for all children to ensure children experience appropriate depth and challenge in their learning.

- Children's achievements are included in their online learning journal and are discussed by practitioners informally during play. Parents share achievements from home on the achievement tree in the nursery entrance area. There is scope to build on this practice so that children's achievements from home and beyond the nursery are contributing to the holistic learning and progress of children.

Choice of QI: 2.4 Personalised Support

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

- Relationships across the nursery class are very positive and nurturing. This is a key strength which helps children to be motivated in their learning. Children are aware of risk and will benefit from a more fully implemented risk benefit analysis approach to their learning.
- There are examples of parents, carers and partners supporting learning activities and resources with real life, meaningful experiences such as the local fire service and experiences with living things.
- Practitioners recently received training sessions on the local authority approach to supporting learners. As planned, this support material will be used to ensure that the learning environment is organised and resourced to support all learners. A recently established cluster group has identified this as a key priority. Shared learning and moderation of the delivery of the approach will support best practice.
- Practitioners across the setting are committed to working together with parents and a range of partners to minimise barriers to learning for individual learners. The key worker system is well established and supports the wellbeing of children, promoting and supporting their wellbeing.

1. Quality of care and support

Staff gather basic information about children which included personal information, health needs and additional needs. This needs to be extended to include information about the GP. Staff used this information to record children's individual dietary needs and allergies so everyone was aware of them. This included signs and symptoms and if the child would require any medication. Almost all forms were reviewed as required six monthly, but staff need to ensure that all are reviewed and updated.

Staff could talk about children's individual needs and how they discussed them with parents. However supporting documentation was not in place to show the techniques and strategies that had been agreed to help children were implemented or reviewed. For example, we noted that staff verbally contacted parents if children took ill in nursery. Staff confirmed that although they had discussed the issue with the parent, they had not recorded an update about the child's health needs following a visit to the doctors. In addition to this they did not complete an incident record or notify the care inspectorate as required. Staff therefore, need to continue to develop children's personal plans. They should expand on recorded information using the wellbeing indicators to ensure this reflects an assessment of the individual child with specific next steps for them. Where other agencies are involved there should be a clear record of the staff liaison with them and what, if any, agreed plans are in place for children. For example strategies and techniques to be used to support children. There should be clear information about children's progress which will confirm if plans are effective. Records of meetings with parents should be dated so there is ongoing evidence of how they are involved in agreeing support for their child. This would provide clear records of children's needs, development and progress. (See recommendation 3).

There was a system in place for the storage and administration of medication which mostly followed best practice guidance. Staff should review the system in place to ensure the information they record fully complies with this. This should include recording the expiry dates of medication and when medication is received into and removed from the nursery. When administering an 'as when needed' medication, staff should record the reason why they administered it. An audit system should be put in place to monitor this. (See recommendations 1 and 4).

Children have daily access to an outdoor area and we saw they used this area well for a variety of activities that include physical play, planting and imaginative play.

Staff encouraged parents to participate in the nursery and have a calendar available that enables parents to choose a session they want to attend and join in the work of the service.

Parents' nights were used to share information about children's progress. Open evenings were available to introduce new children to the service so they could meet staff and become familiar with the environment. Welcome booklets were given to children.

Care Inspectorate grade: 4

2. Quality of environment

There was a secure door entry system in place so staff knew who was entering the building.

Staff had used Building the Ambition to evaluate the environment and make changes that improved the indoor and outdoor areas for children. In doing so they had created a stimulating environment that offered children a range of experiences. Staff reported benefits such as children using the arts and craft area better. Changes could be formally evaluated to ensure the purpose and aims of change are met. (See more information in theme 4).

Direct access to the outdoor area meant children could freely access the enclosed garden area where they had access to a range of activities and resources. We observed some good outdoor learning experiences. Examples included sensory play, using foam, pouring and mixing mud and soil in the mud kitchen, investigating the properties of sand and water, woodwork bench and planting flowers.

The Forest Kindergarten is used to give children in their pre-school year experience in the wider community. They had started to learn about safety by identifying risk and exploring ways to minimise them. This initiative should continue to be developed to build on and extend children's experiences. Staff could consider using 'risk benefit analysis' with children which would help them learn more about assessing risk for more challenging activities. Children in their pre-school year would benefit from being included in this initiative.

There were items stored in the disabled toilet such as clothing and a filing cabinet. To promote good infection control measures, these should be removed. The toilet should be available for use.

Staff checked the areas every day to ensure they were safe for children. A few risk assessments were in place, but these could be further developed to show in more detail how a safe environment is promoted. We talked to staff about risk benefit analysis as a way of involving children in this process.

Care Inspectorate grade: 5

3. Quality of staffing

There was a core staff team in place who had supported new staff within the service.

Staff had taken on responsibility for areas within the nursery such as literacy, numeracy, outdoor play, Forest Kindergarten and parental involvement. They were keen to develop these roles and leadership opportunities. To enable this progression, it would be beneficial to monitor/evaluate the impact of their work as this would help to determine how to take initiatives forward.

Staff had a few opportunities for training such as child protection updates and First Aid. Individual members of staff told us about some of the training they had attended and how this had improved their practice and assisted them in their role and responsibilities. (Forest Kindergarten). We advised that written evaluations should be in place to show the impact training had on outcomes for children, the staff member's knowledge or skills or on the improvement of the service as a whole.

Staff had PDRS, but from the records we looked at, we concluded that this system needs to be further developed so that it can be more effectively used to support staff. Although we were advised that full discussion took place, the written record did not reflect this. Key points should be noted so the professional development for staff is clear. For example, what they have achieved, what areas they would like to develop and how this could be done. The manager should record their evaluation of staff practice and agree action points. Dates should be attached to these so that progress can be monitored. See recommendation 2.

Staff were keen to develop the service and had already identified areas where they could develop their skills to make improvements. For example they wanted to develop the use of floor books to document better children's experiences which supported their continued learning and development.

We identified that staff needed to be supported better in their role by the management team, particularly with record keeping required by legislation. They need to have a better understanding of what records should be in place. For example incident reports and personal plans. (See requirement 1).

Care Inspectorate grade: 4

4. Quality of management and leadership

Changes to the management team had impacted on the running of the nursery. Within the management team we found there was a lack of knowledge and understanding about legal requirements and statutory duties of managing a registered service. As the named manager, the head teacher must ensure that he and the management team are aware of the responsibilities they have. We signposted the depute head teacher and business manager to documents that would assist this – Records that all registered services (except childminders) must keep and guidance on notification reporting, Scottish Statutory Instruments – requirement as to care services 2011/210 and Scottish Social Services Council codes of practice. See requirement 1.

The nursery staff had made a start at evaluating the service they provided by identifying areas they wanted to review and develop. This included using best practice guidance to re-organise the environment and update the vision and values. Staff could tell us the impact of some of the improvements, but would benefit from the management team supporting them with this process so the changes to the service are evaluated so they can assess the impact and outcome for children. To support this, the head teacher must implement a schedule of monitoring within the nursery. This should include staff practice and children's experiences. Feedback should be given to staff so they can have professional dialogue about their work and agree areas for development. See recommendation 4.

An improvement plan was in the process of being developed for the service. This should outline areas for development, staff responsibility and timescales for completion so progress can be monitored.

Staff were aware of the new Health and Social Care Standards, but were yet to use them in practice. This should be added to the improvement plan so that staff can become familiar with them as they set out the expected standards for health, social care and social work services in Scotland.

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had three recommendations. From these two recommendations have been met. Outstanding issues relating to medication are carried forward in this inspection. As a result of this inspection, there is one requirement and four recommendations.

Requirement:

- The headteacher must become familiar with the statutory responsibilities of managing a registered care service and ensure the management team involved with the nursery have this information so he can effectively support the work of the service. This includes the Regulations outlined in Scottish statutory instruments – Social Care and social work improvement Scotland (requirements for care services) Regulations 2011. Scottish Statutory Instruments (SSI) 2002/114 regulations 19–24. Scottish Social Services Council codes of practice. In addition, the headteacher must ensure that staff have a good understanding of the records they are required to keep as part of their role and how they are effectively used to support their work.

This is to comply with SSI 2011/210 Regulation 3 Principles.

Timescale: 30 September 2018

Recommendations:

- Staff should review and update the procedures in place for administering medication to ensure they fully comply with best practice guidance. Areas they need to address include;
 - If staff administer medication to children on an 'as when needed' basis they must record the rationale for doing so.
 - Medication consent should be reviewed termly.
 - There should be a record of when medication is brought in to or leaves the service.
 - There should be a record of medication expiry dates so it can be replaced as needed.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'If I need help with medication, I am able to have as much control as possible'. HSCS 2.23. And 'I experience high quality care and support based on relevant evidence, guidance and best practice'. HSCS 4.11.

- The provider should further develop systems for professional review and development so it is more effective in supporting the work of staff. Key points from professional dialogue should be recorded so there is information about their practice, areas for continued professional development and how these will be achieved. Actions points should be specific to individual staff members with agreed timescales so that progress can be monitored.

This is to ensure I have confidence in the organisation providing my care and support. The HSCS state that 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. HSCS 4.19.

- The provider should further develop children's personal plans to include;
 - Information about their key achievements and next steps for learning should be included.
 - Any changes to children's individual health needs should be clearly recorded with agreed strategies outlined so their wellbeing is fully supported.
 - Any strategies to be used with children who have additional support needs.
 - Parents should countersign and date the review documentation to demonstrate that they have been consulted and involved in this process.

Staff should continue to promote the use of wellbeing indicators and consider how these can be part of their personal plan reviews in consultation with parents.

This is to ensure care and support is consistent with the HSCS which state that 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices. HSCS 1.15, 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected'. HSCS 1.23. 'I am fully involved in developing and reviewing my personal plan, which is always available to me'. HSCS 2.17.

- The manager should develop formal written quality assurance systems to help with the systematic evaluation and continued improvement of the service in line with best practice. This should include;
 - Audits of systems in place such as administration of medication to ensure that best practice is consistently followed.
 - Staff practice
 - Children's experiences

This is to ensure I have confidence in the organisation providing my care and support. The HSCS state the 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. HSCS 4.19.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.