

Notice of meeting and agenda

Sub-Committee on Standards for Children and Families

10.00 am Wednesday, 11th March, 2020

Dunedin Room - City Chambers

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

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 Any items under “Private Business” will not be published, although the decisions will be recorded in the minute.

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1. Order of Business

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

2. Declaration of interests

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

3. Minutes

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| 3.1 | Sub- Committee on Standards for Children and Families 11 December 2019 – submitted for approval as a correct record | 5 - 10 |
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4. Protocols

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| 4.1 | Protocols for the Conduct of the Sub-Committee on Standards for Children and Families | 11 - 14 |
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5. Inspection Reports

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| 5.1 | Echline Primary and Nursery School Inspection – Report by the Director for Communities and Families

(Councillors Hutchison, Lang and Work invited for Ward/catchment interest) | 15 - 42 |
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6. Inspection Follow Through Reports

6.1	Hermitage Park Primary School - Inspection Follow Through – Report by the Executive Director for Communities and Families	43 - 80
6.2	Tynecastle High School - Inspection Follow Through – Report by the Executive Director for Communities and Families	81 - 90

Laurence Rockey

Head of Strategy and Communications

Committee Members

Councillor Ian Perry (Convener), Councillor Eleanor Bird, Councillor Steve Burgess, Councillor Alison Dickie, Councillor Joan Griffiths, Councillor Callum Laidlaw, Councillor Jason Rust and Councillor Louise Young and Rabbi David Rose

School and Learning Community Representatives Invited

10.00am – Echline Primary and Nursery School

Anne Purcell, 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 11 December 2019

Present:

Councillors Perry (Convener), Bird, Burgess and Griffiths.

Non-Members Attending:

Communities & Families Directorate

Jackie Reid, Quality Improvement Education Officer

Balgreen Primary School

Richard Napier, Head Teacher

Colinton Primary School

Sonja Brown, Head Teacher

Paul Whyte, Parent Council Chair

Gillian Platt, Parent Council Representative

Gracemount Primary School

Greg Dimeck, Head Teacher

Prestonfield Primary School

Ben Horsburgh, Head Teacher

1. Minutes

Decision

To approve the minute of the Sub-Committee on Standards for Children and Families of 25 September 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. Colinton Primary School and Nursery Class - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Colinton Primary School and Nursery Class. A letter dated 8 October 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 Officer 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 Communities and Families, submitted)

4. Balgreen Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Balgreen Primary School. A letter dated 17 September 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 Officer 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 Communities and Families, submitted)

5. Gracemount Primary School - Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Gracemount Primary School. A letter dated 17 September 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 Officer 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 Communities and Families, submitted)

6. Prestonfield Primary School – Inspection

Details were provided of an inspection which had been carried out by Education Scotland at Prestonfield Primary School. A letter dated 10 September 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 Officer 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 Communities and Families, submitted)

7. Blackhall Primary School Follow Through Inspection

HM Inspectors had published a report on the quality of education in Blackhall Primary School in September 2017.

The education authority had visited the school in August 2019 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 4); report by the Executive Director for Communities and Families, submitted)

8. HMI Continuing Engagement Visit at Bonaly Primary School Nursery Class

HM Inspectors had published a report on the quality of education in Bonaly Primary School and Nursery Class in September 2018 which set out a number of areas for improvement which HM Inspectors had agreed with the school and the Council.

The inspection team had undertaken a continuing engagement visit to the school in September 2019 and findings from that visit were presented.

Decision

- 1) To note the findings of the report 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.

(References – Sub-Committee on Standards for Children and Families 5 December 2018 (item 4); report by the Executive Director for Communities 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)

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

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

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

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

Additional Information on Education Scotland/HMIE visits.

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

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

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

Education Scotland reports

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

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

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

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

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

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

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

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

How well do children/young people learn and achieve?

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

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

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

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

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

February 2014

Sub-Committee on Standards for Children and Families

10am, Wednesday, 11 March 2020

Primary School Inspection at Echline Primary and Nursery School

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

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

Alistair Gaw

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

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

3. Background

- 3.1 In September 2019, a team of inspectors from Education Scotland and Care Inspectorate visited Echline 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 Across the nursery and the primary stages, children are well behaved, friendly and proud of their school. The dignity and worth of every child is important and children demonstrate strong empathy towards each other.
 - 4.1.2 The effective leadership of the headteacher, who has put in place important improvements to take the nursery and primary school forward. Together with the depute headteacher and staff, a collaborative culture of improvement is developing across the school.
 - 4.1.3 Across the nursery and the primary stages, there is high quality support for learning. Staff work very well with children who need extra help, enabling them to attain and achieve.

- 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 In the nursery and in the primary, staff should continue to work together to provide more consistent high quality learning and teaching. This includes increasing pace and challenge. As planned, approaches to assessment need to improve. Children need to understand clearly the skills they are developing and what they need to do to improve further.
- 4.2.2 Across the nursery and in the primary, staff should continue to raise attainment and achievement in literacy and numeracy.
- 4.2.3 Staff should develop stronger links with parents and other local partners to improve children's skills for learning, life and work
- 4.3 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/media/farplqa1/echlinepsncprimarysif191119.pdf> and is included as an appendix.

4.4 Measures of Success

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

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

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

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

<u>Quality Indicator</u>	Self-Evaluation	Education Scotland Evaluation
2.3 Learning Teaching and Assessment	3 Satisfactory	3 Satisfactory
3.2 Raising attainment and achievement	4 Good	4 Good
Nursery		
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory

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

In the nursery and in the primary, staff should continue to work together to provide more consistent high-quality learning and teaching. This includes increasing pace and challenge. As planned, approaches to assessment need to improve. Children need to understand clearly the skills they are developing and what they need to do to improve further.

- 4.5.1 Lesson Study - all teaching staff have taken part in CLPL with Edinburgh Learns team around Lesson Study approach. Trios of staff have identified their research questions, linked to differentiation and the first set of shared teaching and learning has taken place. All staff will have taken part and shared feedback by end of May 2020
- 4.5.2 All nursery staff are engaging with reading material around common play behaviours. They have started to identify the common play behaviours in each area and how we differentiate for these. An audit of resources has been carried out and new resources have been purchased to support this approach.

4.6 **Across the nursery and in the primary, staff should continue to raise attainment and achievement in literacy and numeracy.**

- 4.6.1 Shared Classroom experience across cluster has begun - moderation of learning and teaching at key end of level stages - P4, followed by P7 and P1.
- 4.6.2 All nursery staff have undertaken observation training.
- 4.6.3 All nursery staff have taken part in audits of the playroom as well as consultation with the children. The room has been rearranged in order to open up the space and maximise learning opportunities

4.7 **Staff should develop stronger links with parents and other local partners to improve children's skills for learning, life and work.**

- 4.7.1 Pupil groups - all pupils from P4 to P7 are part of a pupil leadership group, focusing on one achievable target for this session, to make a positive difference to their school community by giving pupils a voice in decision making and action.
- 4.7.2 Wider Achievement - children have been working towards the RSPB Wild Challenge Bronze Award.
- 4.7.3 Visits to other nursery settings have taken place providing staff with opportunities to observe good practice. More loose parts have been introduced into the playroom ensuring more opportunities for creativity.

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 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 Class

19 November 2019

Dear Parent/Carer

In September 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Echline 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.

- Across the nursery and the primary stages, children are well behaved, friendly and proud of their school. The dignity and worth of every child is important and children demonstrate strong empathy towards each other.
- The effective leadership of the headteacher, who has put in place important improvements to take the nursery and primary school forward. Together with the depute headteacher and staff, a collaborative culture of improvement is developing across the school.
- Across the nursery and the primary stages, there is high quality support for learning. Staff work very well with children who need extra help, enabling them to attain and achieve.

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

- In the nursery and in the primary, staff should continue to work together to provide more consistent high quality learning and teaching. This includes increasing pace and challenge. As planned, approaches to assessment need to improve. Children need to understand clearly the skills they are developing and what they need to do to improve further.
- Across the nursery and in the primary, staff should continue to raise attainment and achievement in literacy and numeracy.
- Staff should develop stronger links with parents and other local partners to improve children's skills for learning, life and work.

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 Echline Primary School and Nursery Class

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

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

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

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

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/5518229>

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.

Aileen Monaghan
HM Inspector

Sonia Priest
Care Inspector

Summarised inspection findings

Echline Primary School and Nursery Class

The City of Edinburgh Council

19 November 2019

Key contextual information

Echline Primary School serves the local community of Echline in South Queensferry within the City of Edinburgh Council. There are a few placing requests annually. The current school roll is 302 in the primary, with 30 in the morning and 30 in the afternoon in the nursery. The headteacher has been in post since April 2018. She is supported by a deputy headteacher (since October 2018) and will shortly be appointing a temporary principal teacher post. The school is in the midst of a major building refurbishment. This is now close to completion and is already offering a much improved learning environment.

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 ethos and culture of the school is strong and is reflected in the positive relationships and improving behaviour. The dignity and worth of every child is important and children demonstrate strong empathy towards each other. Staff and parents have recently been consulted on developing the school's vision and values. Senior leaders now plan to involve the children in further consultation, and to have a focus group to develop a visual representation of the vision, values and aims. This will support the development of Echline Primary School's curriculum rationale.
- Children are proud of their school and are aware of the school's focus on ensuring that they are ready to learn, are respectful and feel safe. Children across the school are polite, eager to please, confident, and engage well in activities. They are articulate and happy to share their views and opinions.
- Children have opportunities to be part of school improvement groups and committees across the school. This gives them opportunities to develop their leadership and team-working skills and attributes. Staff should continue to develop children's skills for life and work across all stages of their learning. This will enable children to recognise the skills they are developing and how these can transfer to other areas of their learning. It will also help children to become more involved in planning their learning, to learn independently and to identify their next steps confidently. There is significant scope for children to have more say about how they learn best, and how aspects of school decision making affects them.
- Children enjoy using tablet computers to research their learning activities, and a majority of children use tablets to capture their learning. Teachers should continue, as planned, to develop learning further through the use of digital technologies.
- Staff have been involved in useful professional learning linked to the improvement of learning and teaching pedagogy. A few staff are involved in leadership activities to take forward initiatives to help achieve improvements in learning and teaching. All staff understand that

further work is needed now to enable all staff to deliver high quality practice in learning and teaching consistently across the school.

- Teachers prepare their lessons well. Their explanations and instructions are clear. In most lessons, learning aims are shared and most children are aware of what the expected outcomes can be. Across the school, the majority of lessons are too teacher led. Children would benefit from more opportunities to lead their own learning. When learning is effective, teachers' questioning challenges children's thinking well. Teachers should continue to work collaboratively to develop the range and type of questions they ask. For example, to check for depth of understanding and to challenge and support children more to develop higher order thinking skills. In a majority of lessons, children are not given enough time to think in order to construct answers to teachers' questions.
- In order to improve the pace and level of challenge of learning, tasks and experiences need to be better matched to the needs of all children. There are examples of very effective learning and teaching, but this is not yet consistent across the whole school. Staff understand they need to continue to work collegiately to improve the overall quality of learning and teaching for every child.
- Staff use a range of standardised assessments, such as Scottish National Standardised Assessment (SNSA) to support their professional judgements. Teachers are becoming more confident in identifying children's progress in literacy, numeracy, and health and wellbeing at key milestones. They use National Benchmarks and local authority guidance to identify Curriculum for Excellence levels. Teachers benefit from collaborating with cluster colleagues to moderate standards in writing and mathematics.
- Staff recognise the need to develop a shared understanding and expectations for their approaches to learning, teaching and assessment. This includes more robust moderation activities within and beyond the school. Teachers need to develop further their confidence in gathering, analysing and interpreting data and assessment information. This will enable them to plan differentiated tasks and activities which are better matched to all children's learning needs. Senior leaders and staff should consider what assessment information needs to be gathered to ensure children, including higher attaining learners, progress and achieve well. They should develop these strategic improvements ensuring that all changes are made based on research, best practice and continuous high-quality professional learning.
- Teachers plan learning and teaching across almost areas of the curriculum using progression pathways. Staff identify that improvements in children's learning are being made as a result. Teachers work well with colleagues at the same stage to plan learning and teaching. Staff need to develop more consistent, whole school approaches to ensure robust tracking and monitoring. This can support children make positive progress across all curriculum areas.
- In a few classes children have clear targets for their learning. There is scope now to ensure that high-quality learning targets are set for all children, and that this approach is consistent across the school. Teachers should focus more on improving outcomes for children, including the levels of challenge or support staff need to consider when planning learning.
- Senior leaders, teachers and support for learning staff support children facing potential barriers to their learning very well. A few children benefit from well-planned interventions and targeted programmes, for example to build their confidence and resilience.

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 that need to be addressed as a matter of urgency.

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

- Data presented by the school in 2018-2019 indicates that, overall, in P1, almost all children are achieving appropriate Curriculum for Excellence levels in literacy and numeracy. Attainment is above both the local authority and national levels. In P4 and in P7, most children are achieving appropriate Curriculum for Excellence levels in literacy and numeracy.
- The headteacher is confident that the school's attainment figures in literacy and numeracy are accurate and inspectors observations support this view. There is a range of teacher experience within the school staff. They are continuing collectively to improve their understanding of moderation standards through work within their local cluster. They recognise that that further collaboration beyond the cluster this session will support their understanding of Curriculum for Excellence standards further.
- Support for learning staff use baseline assessments to understand where children may have gaps in learning. The school's assessment data shows that almost all children with additional challenges, are making positive progress.

Literacy and English language

- Overall, staff report that most children are making good progress in English language and literacy. Children report that they can be stretched further particularly in literacy to attain and achieve more with an increase in pace and challenge. Inspectors observation would support children's views.

Listening and talking

- Across early level, almost all children are making good progress in listening and talking. Children can talk about simple stories from their reading books and reflect on their activities during their play. During questioning, a majority of children can listen well to and follow instructions. A few children dominate conversations and more work is need to help all children to listen well to each other and take turns to speak. At first level, almost all children are making good progress in listening and talking. In group work and in pairs, children are keen to contribute their ideas and opinions independently. They can develop their own questions across a range of contexts. A majority of children can listen carefully to teacher instructions, recounting their own views. A few children at this level need to focus more on learning to listen to others views to support them to collaborate better. Across second level, most children are making good progress in listening and talking. Children listen actively, collaborating well and can explain their thinking and feedback confidently and with a wide range of vocabulary. A few children use sophisticated language and can put an opposing point of view in a very respectful fashion. The headteacher recognises that tracking and monitoring of children's attainment in listening and talking, using a clear skills progression, is not yet consistent across the school.

Reading

- Across early level, almost all children are making good progress in reading. They benefit from many opportunities to read books within and beyond school. At early level, teachers are focusing on using a 'talking, reading and writing' approach. They build children's understanding of sounds well and use a range of phonic reading texts to help children to develop their reading skills. Across first level, almost all children are making good progress in reading. Most children can read novels independently and aloud to each other. Children demonstrate strong use of vocabulary, including creative use of adjectives when they describe their reading texts. Staff should continue to widen the choice of reading texts available at first level, enabling children to identify and consider the purpose and main ideas within their chosen texts. Across second level, almost all children are making good progress in reading. Children demonstrate a high level of understanding of how to read and scan complex reading texts to identify particular information. They can answer inferential questions related to a text and can discuss how the writer uses creative language to describe a character. Children use Scots language well to broaden their understanding of their local environment. Staff should continue to support children to improve the quality of their questioning and to develop further their use of higher order thinking skills.

Writing

- Across early level, almost all children are making good progress. Children enjoy mark making and a few can already write their own sentences through their play activities. By the end of P1, children can write sentences, for example to reflect, given instructions. Across first level, most children are making good progress within a structured talk-based writing curriculum. By the end of first level, children can write within a clear structure with correct spelling and creative use of words. Children write well to entertain, to persuade, to explain and inform. Across second level, most children are making good progress in writing. They write regularly using a wide variety of genres. Children understand the connection between studying the techniques used in their reading texts and then applying these skills well in their own writing tasks. They understand the importance of up-levelling writing and demonstrate this well, using similes and connectives to extend sentences and to describe a scene well.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Children requiring additional support, are making satisfactory progress. A few children, particularly at second level, exceed expected levels of attainment and should now experience deeper, more challenging learning. There is scope for children across the school to make more use of digital technology in mathematics, for example in work on shape and information handling.

Number, money, measure

- Overall, most children are making good progress in number, money and measure. Children working at early level are becoming increasingly confident with a range of number concepts to ten. Children are applying their number skills to measurement investigations, for example, using balance scales and concrete materials. Children who have recently achieved first level can describe numbers up to and beyond 1000 in terms of place value and using zero as a place holder. A minority of children are confident in identifying and describing numbers to hundreds of thousands. Across early and first level, children are making appropriate progress in telling the time, with a few exceeding expectations. They can estimate well measuring objects using non-standard units. At second level, children can round decimal fractions to the nearest whole number and to one and two decimal places. They can convert fractions to decimals and percentages and, importantly, can apply this knowledge in other areas of mathematics, such as probability and data handling. Children at second level are making good progress with mental calculations. A few children work beyond their expected level, for example, they can evaluate mentally, simple whole number powers and roots.

Shape, position and movement

- Overall, most children are making good progress in shape, position and movement. At early level, children can recognise and describe common 2D shapes and 3D objects using appropriate language. Children at early and first level can recognise and name a range of 3D objects. They are less confident at describing their properties. They can identify right angles in their environment and in common 2D shapes. They can describe movement appropriately using fractions of turns and degrees. Children at second level are developing their knowledge of angles and can name and draw a range of angles including acute, obtuse and straight angles. They apply their ability to accurately draw angles to the nearest degree in other contexts in mathematics, for example in recent work on constructing pie charts.

Information handling

- Overall, most children are making good progress in information handling. Children at early level can gather data using tally marks and present it in pictograms. At first level, children can describe a variety of ways of gathering data. They can explain the purpose and process of gathering information using tally marks and displaying this using bar graphs. They can interpret simple graphs and charts. Children working at early and first level should be given more opportunities to carry out real-life data handling investigations. At second level children are being given the opportunity to plan and carry out surveys using real-life contexts. For example, at P7, children are currently surveying their peers on their preferences for equipment for the new playground. They plan to display the information gathered using their developing skills in constructing pie charts.

Attainment over time

- Over the last four years, there is an improving trend in children's attainment in literacy and numeracy at P1. At P4, there is a fluctuating trend over time in attainment in listening and talking with an improvement in the last year. However, there has been a decline in writing attainment at this stage, which the headteacher has recognised and is moving quickly to address. There has been a reduction in numeracy standards at P4 over the same period. The data for P7 demonstrates an improvement in literacy in the last year after the decline shown in the previous three years. There was an improving trend in numeracy from 2015 to 2017 however, there has been a decline in numeracy last session. The headteacher recognises that staff need to strengthen their approaches to gathering attainment data, including tracking children's developing skills over time. Staff need to develop more holistic assessments which allow children to apply their skills creatively in range of different ways, including ways that are unfamiliar to them.

Overall quality of learners' achievement

- Overall, children's achievement is good. They are confident and contribute well to the life of their school. Their wider achievements are valued, recognised and celebrated, for example through the Echline 'Stars of the Week'. Children in P6 and P7 speak positively about the new interests and skills they are developing in working towards achieving the 'Junior Award Scheme for Schools' (JASS). Children are proud of their successes, including their Eco Schools Scotland awards and their recent success at a local volleyball competition. Children are developing their confidence to express their views by being members of various committees, for example the eco schools committee, sports council and pupil council. Children can identify where their voice has made a difference. For example, they influenced the introduction of recycling points in the school and changes to the way they learn new spelling words. A variety of clubs allow children to develop new skills, for example, in sports, indoor pastimes and arts and craft. A few clubs are run by older children, giving them the opportunity to exercise responsibility and leadership. Older children are developing leadership skills by acting as buddies and House Captains, and leading fundraising activities for charities. The school has begun to monitor children's participation in clubs, sports and music activities,

including those they attend in the community. The headteacher has identified the need to begin to track children's skills development through these activities, as well as levels of participation. This should involve children in reflecting on and recording their own skills progression, and setting targets for personal skills development.

Equity for all learners

- Almost all children within the school live within SIMD deciles 8 to 10, with 2.1% of learners living in areas classified as SIMD decile 3. Senior leaders are well aware of children who face additional challenges and have put in place effective additional support to help them to achieve. Staff provide identified learners with a mixture of individualised and group support, including meaningful support to improve their wellbeing. This approach is helping to make children more resilient. Targeted support for individual children includes literacy and numeracy interventions with, for example, effective short bursts of one-to-one learning support daily, where appropriate.
- Senior leaders and staff are using the Pupil Equity Fund (PEF) to improve staffing levels. The headteacher is monitoring and evaluating the impact of PEF and can demonstrate small improvements in the confidence of almost all of the schools targeted learners.
- The headteacher understands that strong attendance supports improvement, especially for children who face additional challenges. In 2017-2018, attendance was 96.3%, which is above the national average. There were no exclusions last session. The Edinburgh City Council's '1 in 5 - Raising Awareness' project led by staff is helping to ensure that families facing hardship are not disadvantaged. Arrangements, including financial support, are in place to ensure that all children have equity of access to the full range of school activities. The school's parent council has undertaken important fund raising to support this important initiative.

Other relevant evidence

- The headteacher has been in school for around one year. In her time in post she is leading important improvements. The headteacher has an accurate understanding of the school's standards at present and what they need to do to continue to improve. She is supported by an able depute headteacher and together they are providing purposeful leadership to take the school forward.
- In the pre-inspection questionnaires and from comments received during the inspection, there is a need to continue to improve communication for all stakeholders. Senior leaders understand the importance of strong communication as part of the improvement process. Staff should consider what digital strategies can be put in place to improve communication quickly.

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

Echline Primary School Nursery Class

The City of Edinburgh Council

19 November 2019

Key contextual information

Echline Primary School nursery class consists of a large playroom and entrance area, a small parents' room and an outdoor area. At the time of inspection, improvements to the school campus and health and safety issues meant that only one section of the outdoor play area was available for children. There are places for 30 children to attend either morning or afternoon sessions. At the time of inspection, the nursery roll was 49. There have been recent changes to the staff team. The deputy headteacher, ELC teacher, practitioners and support assistants work together with a variety of full and part-time working patterns. Effective arrangements to protect time for regular meetings and professional learning continue to evolve.

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

- During the nursery session, most children engage well with the range of experiences available. Practitioners make good use of partners to enhance children's learning experiences. Children make choices confidently about where they want to play. This includes moving freely between indoors and outdoors. The majority of children concentrate for extended periods, for example, using building blocks and exploring sensory activities. Increasingly, practitioners are providing open-ended and natural materials to support children's play. Building on this, there is scope to extend this further to develop children's creativity, curiosity and inquiry.
- All practitioners are caring, respectful and responsive in their interactions with children and positive relationships are evident. Practitioners' skills continue to develop in using questions and commentary to support and extend learning. As recognised by the setting, there is not yet a shared understanding of effective pedagogy across the staff team. Practitioners should continue to engage in professional dialogue, to agree the vision and approach for the nursery that will meet the needs of all children. This should include a review of the balance of adult-directed and child-initiated play. Children would benefit from more time and space to influence and lead their own play. Practitioners have identified that there is scope to develop further the use of digital technologies to support learning and teaching.
- The nursery teacher gathers information on aspects of children's learning using a variety of methods. There is scope to develop the skills and confidence of all practitioners to have an active role in assessing, planning and evaluating children's learning. This will enable practitioners to know children well as learners, in order to inform next steps in learning.
- All children have a record of learning containing photographic evidence and observations. The frequency, range and quality of practitioners' observations mean that there is not yet a holistic picture of children's learning. Senior leaders and practitioners have correctly identified this as an area for improvement. Practitioners now need to develop a consistent approach to identifying and recording significant learning. This will support practitioners to identify relevant

next steps for children's learning and ensure children continue to make the progress they are capable of.

- Parents receive information regarding their child's progress on an ongoing basis. In addition, parents have the opportunity to meet with the nursery teacher to discuss their child's development and learning. In addition, practitioners share information with P1 colleagues to support continuity for children.
- Senior leaders and practitioners need to develop further, processes for planning, tracking and monitoring of children's learning. A streamlined and collaborative approach should be adopted. Currently, practitioners use trackers to record aspects of children's learning. This is at an early stage and needs time to develop and embed, to demonstrate effectively children's progress over time. Robust monitoring will be required to identify where children need further support and challenge in their learning.
- Planning for children who require additional support with their learning is effective and consistent strategies are implemented by practitioners to ensure all children continue to develop and learn.

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 that need to be addressed as a matter of urgency.

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

- Most children are making good progress in early literacy and communication. Most children are confident and articulate as they sustain conversations with adults and one another. Children listen attentively to practitioners as they follow instructions well in the school gym hall. A few children access books independently for enjoyment and also to find out information. Almost all children enjoy mark making as they 'sign in' to nursery, write the menu for snack and represent their name. Children add detail to line drawings of themselves and enjoy recalling their experiences. Most children can recognise their name and a few confidently identify initial letter sounds. Children are developing their phonological awareness through favourite traditional stories and rhymes. A few older children write and copy short, familiar words as they make invitations. Most children are now ready for further challenge to extend and develop further their learning.
- Most children are making good progress in numeracy and early mathematics. Children are developing a good understanding of mathematical language, as they identify if they need more or less to complete a task. A few children enjoy exploring the concepts of volume in the water tray. Most children can identify and draw a few 2D shapes such as square and circle. A few older children enjoy playing with the scales as they weigh vegetables. There is scope to extend the breadth and depth of early mathematical experiences. Progressive opportunities for children to deepen their understanding of number, record information in different ways and apply their skills creatively to solve problems should be increased.
- Most children are making good progress in health and wellbeing. In particular, focused work on emotional literacy means most children talk with understanding about their emotions and feelings. Almost all children cooperate and play well together as they share and take turns in the playroom. Children are developing a good understanding of healthy lifestyles as they talk about how their bodies feel after running and jumping. Children's fine motor skills are developing well as they use a knife to help cut fruit. Almost all children, including those new to the setting, show a well-developed understanding of how to keep themselves safe as they use tools at the woodwork bench. Children should now be supported to make connections in their learning in a way that is appropriate to their skills and stage of development.
- Information gathered from inspection activities, professional dialogue with practitioners, documentation and feedback from parents, demonstrates that children are making good progress across their learning. Currently, the process for gathering and recording children's learning and progress over time does not fully reflect the progress they are capable of making.

- Practitioners, parents and children are beginning to share information about children's achievements outwith nursery. The 'I Can' tree provides a focus to celebrate learning and achievements. Children require support from practitioners to increasingly identify their talents, skills and achievements. The team need to ensure this information helps to inform the early learning and childcare provision, including addressing any gaps in children's experiences.
- Practitioners are mindful and respectful of the individual circumstances of children and families. There is a sensitive and respectful approach to ensuring all children access the full range of experiences within the nursery. The team have an inclusive approach and work well with parents and other agencies to reduce potential barriers to learning. As tracking and monitoring approaches improve, a fuller picture of the impact of interventions will be able to influence the work of the team and partners.

1. Quality of care and support

There was a welcoming atmosphere in the nursery and staff were nurturing and respectful in their interactions with children. Children were confident and relaxed in their environment and were able to approach staff when they needed further support. Through a variety of experiences, staff supported children to develop the necessary skills for self-regulation, to be independent and to play cooperatively with their peers.

Staff knew the children in their care well. A variety of processes were used to gather children's personal plan information in consultation with parents/carers. This meant that staff were knowledgeable about how to support children's individual needs including any additional support, medication or dietary needs. Progress was now needed to consolidate children's personal plan information to clearly demonstrate that reviews have been carried out a minimum of once every six months or sooner if changes were needed. This would help ensure that all information was accurate and clearly outlined the stepped approach/strategies to support children's individual care needs.

Staff had a clear understanding of their roles and responsibilities in safeguarding children in their care and were knowledgeable of the procedures to follow in the event of having any concerns. Children's wellbeing was further supported by staff acknowledging and helping them to recognise their own emotions and feelings. Children's achievements were routinely recognised by staff through praise and encouragement as well as using the 'I can' tree and 'learning wall' to share key information. Such approaches helped support children's self-esteem and confidence.

Snack routines promoted healthy eating and provided children with opportunities to learn new skills. For example, children were involved in the preparation of snack and this included learning how to chop fruit safely and about the importance of hand washing. Children could choose when to have their snack and their independence was supported by serving their own drinks and choosing from the daily snack menu. To support children's hydration, facilities for them to be able to independently access drinking water throughout the session was to be progressed.

Care Inspectorate grade: good

2. Quality of environment

Children were kept safe as the entrance to the building was secure and the indoor environment was clean and well maintained. Staff also carried out daily assessments of the indoor and outdoor environments to help identify and address any potential hazards. To further assist with the ongoing monitoring and assessment of the environment, the development of further prompts for staff and risk assessment information would be beneficial. For example, to consider the layout of the environment and any changes made, the resources and equipment.

Staff were reflective of their practice and described the changes they had made to the environment to support positive outcomes for children. This had included developing further creative opportunities, the expansion of the block play area and the provision of different types of play including loose parts. These experiences had helped develop children's curiosity and imagination.

Children had access to a variety of activities which took account of their interests and learning needs. Through discussions and support from staff, children had the opportunity to learn about keeping themselves safe and to manage risks and challenges. For example, through using the outdoor play equipment, preparing snack and using the woodwork bench.

Children's health and wellbeing was enhanced as staff understood the importance of fresh air and active play. Children had daily access to outdoor play where they enjoyed opportunities including climbing, using wheeled equipment, painting and imaginative play. At times, children did not have access to the grassed area or the experiences available there. In addition, to ensure child safety, part of this area was also closed as maintenance of equipment was needed. Therefore, a review of the available outdoor space would help ensure that children's choice and their outdoor experiences were not limited.

There was a commitment to continue with the improvement of the nursery environment to promote positive outcomes for children. This was to be progressed through further use of best practice publications and the ongoing review of the space used, presentation of resources and the provision of more natural resources.

Care Inspectorate grade: 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.

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Sub-Committee on Standards for Children and Families

Wednesday, 11 March 2020

Hermitage Park Primary School Follow Through

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

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

Alistair Gaw

Executive Director Communities and Families

Contact: Jackie Reid, Quality Improvement Education Manager

E-mail: Jackie.2.Reid@edinburgh.gov.uk | Tel: 0131 469 3364

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

4. Main report

- 4.1 The main areas of focus are on developing high quality learning, teaching and assessment across the nursery and primary stages to further raise attainment and to refresh the school's vision and values to more accurately reflect the school's ambition and commitment to continuous improvement.

4.2 Develop consistency in high quality learning, teaching and assessment across the nursery and primary stages to further raise attainment.

A positive ethos and culture is evident across the school and nursery. There were positive, nurturing relationships between staff and children and children showed care and respect for each other. In almost all classes children were engaged and motivated during the learning experiences and were given opportunities to be independent learners. Children across the school contribute to the life of the school and wider community through a number of 'Hermie Helps' groups.

The nursery children are involved in the Eco group but there is scope to further develop working across the Early Level and to involve nursery children in a greater number of whole school wider experiences. In almost all classes the learning intentions were shared and criteria for success discussed and used when the children were self and peer assessing their progress. In almost all classes teachers used effective questioning strategies to promote thinking skills and both verbal and written feedback was evident in most classes. Teachers reported that they were becoming increasingly confident when assessing and moderating across school and cluster using national benchmarks in literacy and numeracy leading to reliable attainment data over time.

A next step would be to extend this good practice to include all curricular areas. Teachers plan appropriately taking into account the needs of the learners in their class. In the nursery children's needs and interests are responded to, and appropriate learning opportunities are being provided. The team now need to further develop their planning processes to ensure that all children's learning needs are being met. Pupils reported that they had some choice in setting the direction of their learning within social subjects in particular but this is an area that the school could develop further. The children in the focus group stated that they are in groups for literacy and numeracy according to ability but that there was movement across these groups depending on progress. The school should further consider methods of differentiation, pace and challenge.

4.3 Refresh the school's vision and values to more accurately reflect the school's ambition and commitment to continuous improvement.

All staff clearly showed commitment to supporting children to achieve the highest possible standard and success. Senior leaders are providing strong leadership and are judging the pace of change well. The school is currently developing a shared vision, values and aims in consultation with all stakeholders. The Head Teacher has been in post for a year and has taken time to get to know the school and community before beginning consultation on school vision. She has built up positive relationships across the school and community and as a result there is trust and mutual respect upon which the vision, values and aims can be built. Children are using key vocabulary from the positive relationship strategy used across the school to describe good choices.

In conclusion, Hermitage Park Primary School have continued to make progress in both areas noted in the inspection.

- 4.4 The Quality Improvement Education team found that Hermitage Park Primary School had made progress in both areas highlighted by Education Scotland in September 2017. The QIEOs for the school and nursery will continue to work with the Head teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session

5. Next Steps

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

6. Financial impact

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

7. Stakeholder/Community Impact

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

8. Background reading/external references

- 8.1
<https://education.gov.scot/assets/inspectionreports/craigourparkprimaryschoolins280317.pdf>

9. Appendices

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



14 November 2017

Dear Parent/Carer

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

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

- The headteacher's well-judged leadership of change, her success in developing staff and the positive relationships she has established within the school and its community.
- The supportive learning environment provided by teachers, where children feel their contributions to decision making are valued, resulting in them having great pride in their school.
- The staff team's contribution to leading learning and children's successes in wider achievements.
- The skilled team of practitioners in the nursery class who strive to continually improve their practice and children's learning through play.

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

- Develop consistency in high quality learning, teaching and assessment across the nursery and primary stages to further raise attainment.
- Refresh the school's vision and values to more accurately reflect the school's ambition and commitment to continuous improvement.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*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 Hermitage Park Primary School

Primary stages

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

Nursery class

Leadership of Change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	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/5525128>.

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

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh 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

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Summarised inspection findings

Hermitage Park Primary School

The City of Edinburgh Council

SEED No: 5525128

14 November 2017

Key contextual information

The Headteacher has been in post for almost five years. In that time there has been a significant change in staff including those in promoted posts. The acting DHT and both acting PTs are recently appointed to their roles.

1.3 Leadership of change

very good

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

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Overall, leadership of change is a major strength in ensuring the school's continuous improvement. The strengths in the headteacher's leadership have a significantly positive impact on the school's supportive ethos and what it wants to achieve for children. The headteacher is confident in her role and systematically leads change and school improvement. She is clear about her vision for the school and sets clear expectations. The leadership team, including the recently appointed acting depute headteacher (DHT) and acting principal teachers (PT) have detailed management remits and work well together to support staff. Going forward, they should now make clear what their respective roles are in leading the school's strategic vision and aims. Staff contribute very well to leadership of the school's priorities for improvement. This is leading to successes for children in a wide range of achievements, wellbeing and learning experiences. They take active leadership roles that have led to improvements in physical education, music, numeracy and mathematics, pupil committees and wider achievements including a wide range of clubs for children. Children are increasingly aware of what they need to do to be successful, have a voice in improving the school and take pride in their achievements. Very good progress is being made in giving children a voice. They are fully involved in decisions made about their school and are successful in leading a growing range of responsibilities.
- The school's values are understood and founded on equalities and fairness. This is a strong feature of the school which is recognised by parents and children. The headteacher is committed in her role and ensures continuous improvement is sustained through wide consultation on the work of the school. The headteacher and staff know the school and its community well and have fostered positive links over a period of several years. The headteacher continues to be responsive to the needs of the diverse local population and has a strong focus on achieving the best for all children. This leads to a vision that is continually evolving and building on the strengths of the school. The school should refresh its vision as planned.
- The headteacher has judged the pace of change well and has gained the respect of the school community. Building on its positive relationships, the school should continue to involve parents as fully as possible in the life and work of the school so that no barriers

prevent parents from playing a full part in their children's learning. A wide range of partners are positive about their involvement with the school. The school should now consider ways in which partners can be more fully included in self-evaluation leading to school improvement.

- The headteacher has had a sustained focus on attendance which has improved significantly. She systematically gathers evidence to demonstrate the school's improvements. The leadership team is becoming systematic in its leadership and management of financial resources with the long term aim of new initiatives leading to improvement. They should now outline the ways in which the impact of new posts to reduce the attainment gap will be measured. Professional enquiry and action research methodologies involving the Educational Psychologist should be considered.
- Improvement planning and priorities are evaluated regularly and progress made is tracked systematically. Self-evaluation is based on a growing range of robust evidence. The headteacher and staff regularly review curriculum planning and have taken effective steps to streamline this. The school's moderation and self-evaluation framework is comprehensive and provides a range of approaches that demonstrate the staff team's involvement in, and commitment to self-improvement. The headteacher and staff should continue to develop rigorous self-evaluation using national benchmarks across a growing range of curriculum areas and continue to look outwards to learn from and share good practice. The headteacher and staff have a well-established cycle of improvement planning and evaluation of standards which is well placed to be aligned to the National Improvement Framework and to involve children and parents in this. The school's capacity to continually improve is high.

2.3 Learning, teaching and assessment

good

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

- Children are motivated, enjoy learning and work well together. There is an appropriate focus on children's rights and responsibilities. This is supported through well-considered classroom charters in every classroom based on the school motto 'be kind, be fair'. During inspection observations there was a positive whole school ethos with most learners well behaved and polite. Staff should use the United Nations Convention on the Rights of the Child work to develop this area further.
- In most classes, the quality of learning and teaching is good. Tasks and activities are differentiated well and matched to the needs of most learners. Most children are attentive, even in classes where learning and teaching was less effective. A few children have difficulty sustaining their concentration. This can be improved through the provision of brisker paced and more challenging tasks.
- Most children demonstrate they are well focussed and independent learners who learn well in groups. They enjoy taking extra responsibilities including supporting other younger learners. There are positive examples of learners offering one another high quality feedback. This should be developed further to enable every child to lead their learning. Personal learning plans (PLP) enable children in mathematics, physical education and writing to celebrate their latest and best work and discuss next steps for learning. Senior leaders understand the need to continue developing these plans to ensure consistency of assessment across all subjects.
- There are a few outstanding examples of digital learning including how it is used to support those children with additional needs. These should be shared with all staff to enable them to increase confidence and improve skills. The school should consider placing more computers into classrooms alongside hand held devices already in place, to enable digital learning to be linked to skills being developed in class more effectively.
- Most teachers are motivated and provide clear, helpful instructions to their classes. They provide a wide variety of teaching techniques including direct teaching and self-and peer-assessment. They scaffold learning well to ensure success. Teachers also use high quality, written feedback to help inform learners of their next steps in learning. Jotter work has helpful prompts to enable learners to be clear about their short-term targets. There are examples of high quality teaching and all staff should aspire to reach these high standards. Continued development is needed to ensure all staff are consistent in sharing clear learning targets to support children's understanding of the skills they are developing. In classes where children have clear targets, they demonstrate a clear understanding of what their next

steps are. Children respond well when teachers offer active approaches to learning, including the use of practical tasks and group discussions.

- Teachers plan learning using well-crafted yearly learning plans which help inform clear manageable shorter term learning plans. They plan well for daily lessons, avoiding bureaucracy and taking account of children's progress. Learners are involved in longer term planning through working with their teacher to decide learning themes based on experiences and outcomes. The school understands the need to continue this strong practice.
- Staff use a variety of assessment strategies to support learning and analyse standards including a wide range of standardised assessments. Until recently, the school has used significant aspects of learning to inform teaching and enable staff to have a clear understanding of children's development. Assessment strategies should be developed by all staff at the planning stage and then used well during each lesson. This is not yet consistent across the school. Staff are developing children's use of higher order thinking skills and as a result most children speak well about the skills they are acquiring.
- Staff use a well-considered broad range of tools to assess and diagnose children with barriers to their learning. Staff have gathered robust evidence on how well the school is improving the attainment. Their use of numeracy interventions is enabling the school to demonstrate improvements in mathematics attainment overall.
- There is a strategic and consistent approach to the assessment of literacy and numeracy. Further work is now needed to develop more formal assessment methods to track listening and talking. Staff complete regular literacy and numeracy assessments providing up-to-date data on progress across the school. Moderation is completed with stage partners and supports teacher judgements about Curriculum for Excellence levels.
- Teachers have regular helpful tracking and monitoring meetings focussing on overall class attainment and the analysis of data. Staff now need to complete further work for each child's individual progress at their level rather than focus solely on the progress of a particular group of learners. Further work is also needed to develop assessment procedures beyond the teaching of literacy and numeracy.
- Additional planning and monitoring is in place for most learners who experience additional challenges such as, looked after children and those experiencing disadvantages. Individualised educational programmes (IEPs) are supported well with progress jotters. The clarity of the purpose of the progress jotters will be improved by making the links to the IEP clearer. Staff issue regular detailed reports to parents enabling them to support learning improvement.

2.2 Curriculum: Learning Pathways

- The school has a clear rationale for the development of curriculum pathways based on the school's vision and aims and Curriculum for Excellence. Teachers agree that the present topic-based learning needs further development to ensure progressive courses at all levels are delivered, especially in areas such as science, social studies and religious and moral education. Expressive arts pathways are progressing well.
- The school's interdisciplinary learning (IDL) framework includes a helpful, generic skills-based toolkit at each level. In most classes, IDL pathways are developed taking account of children's interests and ideas and offer elements of personalisation and choice. Outdoor learning is at an early stage of development and staff are working well to improve the present provision. Good progress is being made through children's involvement in the grounds for awareness initiative.
- Staff and children work well with a wide range of partners including parents. As a result children are developing important skills for learning, life and work well. As the school continues to develop its approaches to partnership working, it is important to ensure activities at all levels are planned well across the four contexts of learning.
- Well considered health and wellbeing pathways are delivered through a whole school programme that includes sexual health and building resilience. Staff need to develop the 1+2 modern language provision further. Although progressive courses are in place, staff need to ensure they provide more engaging, relevant and challenging language pathways as outlined in the school's policy.
- Transitions at all points in the primary are developing well.

2.7 Partnerships: Impact on learners - Parental Engagement

- The parents in focus groups and those who responded to the questionnaire are overall very positive about the school. They feel children have good relationships with their teachers and are well supported at school. Parents are positive about communication to and from the school and feel the school is approachable should any issues arise.
- Parents like the way homework is managed and the flexibility they have about when it needs to be completed.
- Information within written pupil progress reports provide parents with accurate information on children's progress. However, parents would welcome clearer indication about assessment and Curriculum for Excellence levels. Parents are appreciative of the weekly newsletters and the information posted on the school website. The school should consider how it can make use of other digital platforms to ensure as many parents as possible can access school information.
- A range of partners work well with parents resulting in their increased involvement. Senior staff recognise the importance of engaging all parents and have facilitated a number of events to include as many parents as possible. The school should continue to ensure all families are encouraged and participate as widely as possible to support their children's learning.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- The school has established an environment which promotes and supports the wellbeing of children, staff and families. All staff are clear about their responsibilities and roles in relation to the wellbeing of all children. The school ensures all staff have suitable opportunities for training to build their confidence and skills in particular areas of health and wellbeing. The combination of a physical education specialist and class teachers delivering two hours of physical education is leading to improvements in children's skills and learning.
- Staff in the school have a good understanding of the wellbeing of children and the wellbeing indicators are implicit within school policies, in classroom practice and in school assemblies. Children have worked together to discuss wellbeing and what it means to them. Children use a variety of appropriate terms to describe their feelings and associated activities under the wellbeing indicators. There should now be more explicit references made to the wellbeing indicators within classrooms in order to ensure children become familiar with the language of wellbeing.
- The school has run well-attended parent workshops on the Relationships, Sexual Health and Parenthood programme. This helped to alleviate parental concerns around the programme content and provides an opportunity for parents to support their child's learning at home by using consistent terminology.
- The school is aware of the need to develop a strategic overview of the health and wellbeing needs of the school's community to develop aspects of the health and wellbeing programme. Further planning is required to ensure progression in children's learning across all areas of health and wellbeing. The school should continue to make increased use of partners in planning, delivering and evaluating their inputs and the impact on children.
- Partners who work regularly with the school are positive about their experiences and the improved engagement with children in their work.
- Children are happy at school and relationships with teachers are very positive. There is a caring ethos across the school and staff know the needs of children well. Most children are polite and well behaved and are confident when speaking with adults. They are learning about resilience and their emotions and how to apply their learning in the wider environment such as the playground and beyond. Most children are included and engage well in their learning. The school should continue to seek effective strategies for staff in

ensuring they manage the challenges faced by a few individual children well. Senior staff are taking appropriate action to ensure all children are fully included.

- The voice of pupils is strong in many areas of school life and children are enthusiastic about their experience of choices within classes. They are involved in choosing topics and teachers support this to increase the engagement and involvement of children. Children are voted by their peers to become members of various committees, such as fair trade and eco committees.
- The school improvement plan identifies the need to improve children's health and wellbeing and staff should now take steps to measure the improvements in this area. The school recognises the value of developing nurturing approaches to help support a few children who find it a challenge to settle in class.
- Senior staff are fully aware of the legislative requirements of meeting learners' needs and have made appropriate arrangements to ensure children's needs are tracked and monitored. They have agreed that a simplified and more streamlined system to communicate with class teachers would be helpful. The school has helpful policies to promote equalities, anti-bullying and diversity. The school is meeting the duties under the Health Promotion and Nutrition (HPN) Act. However there is scope to review the management of the dining hall to ensure a balanced level of adult supervision between the playground and hall during lunchtimes. The school should consider how it can ensure children are taking sufficient time to eat the lunch they have selected and reduce the high level of food waste.
- Almost all teachers have a holistic knowledge and understanding of the children. They are well informed of additional support needs of individuals. Senior staff should now streamline and simplify the school's range of record keeping to provide a clearer strategic overview of all support needs. In so doing, targets should be specific, shared as appropriate with staff, parents and the individual child and link directly to the barrier to learning.
- Most pupil support assistants provide effective support in classes. There is scope for school leaders to review the deployment of support staff to ensure all learning needs are met as effectively as possible. Children with English as an additional language are supported well by class teachers. However, their progress should be closely monitored to make sure they access all areas of the curriculum well. Professional learning in autistic spectrum disorder is leading to effective provision and support for children in class.
- Staff have information relating to the differing socio economic backgrounds of children and have all been trained in a child poverty programme supporting their understanding of the causes, scale and impact of poverty. This will support teachers in working towards improving attainment for learners and making effective use of the Pupil Equity Fund.

3.2 Raising attainment and achievement

good

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

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

Overall attainment in literacy and numeracy

- Attainment data provided by the school, is based on teachers' professional judgements. This is supported by standardised assessments, moderation and ongoing professional dialogue with promoted staff. From the data provided for 2016/2017, most children achieved expected levels in literacy across the school. Overall, most children achieved appropriate levels of attainment in numeracy. Further work in developing robust teacher judgements is required, particularly at the early level. The planned use of the benchmarks for literacy and numeracy will help support this.

Attainment in literacy and English

Attainment in Literacy:

- Overall, attainment in literacy and English language is good. Most children in P1, P4 and P7 are on track to achieve appropriate Curriculum for Excellence levels at the end of the school year. There is scope to develop a shared understanding of assessment and skills progressions for listening and talking across the school.

Listening & Talking:

- Overall, most children are making good progress in listening and talking. Across the school most children listen well to teachers and one another. They work confidently in pairs and small groups. Most children in P1 listen and respond appropriately when following instructions about their learning. By P4, children select and share information using a variety of vocabulary. By P7, most children collaborate well in groups, consider the details that support key ideas and show empathy and respect for one another's ideas.

Reading:

- Overall, most children are making good progress in reading. They engage well with a range of texts across learning and regularly select books for their personal reading, including through their regular timetabled visits to the school library. They enjoy the school's focus on reading challenges. Children at the early level use their knowledge of sounds, letters and patterns to read a variety of common words with growing confidence. By P4, children talk knowledgeably about their favourite authors and books. They can distinguish between fiction and non-fiction. By P7, most children scan unfamiliar texts to select key vocabulary and predict what may happen next within a story.

Writing:

- Overall, most children are making good progress in writing. Across the school, digital resources are used well to support the development of writing skills. At the early level, children are developing skills forming letters legibly and using capital letters and full stops to punctuate their texts. By P4, most children organise their writing in paragraphs, start sentences in a variety of ways and write in a range of genres. By P7, most children write for a range of purposes across the curriculum and use appropriate language to suit the purpose and audience. They are successfully developing their editing skills to refine, redraft and improve writing.

Attainment in numeracy and mathematics:

- Overall, most children are making good progress in mathematics and numeracy. They are developing problem solving skills and apply them in a range of different contexts. There is scope to further develop children's skills in algebraic reasoning in the upper stages of primary. Most children in P1, P4, and P7 are on track to achieve the appropriate Curriculum for Excellence levels by the end of the school year. The majority of P2, and most of the children at P3 are on track to achieve first level by the end of P4. Most P5 and P6 children are on track to achieve second level by the end of P7.

Number, money, measure:

- Across the school, children are developing their mental agility skills through a range of learning approaches. By the start of P2, most children sequence numbers to 20 and can add accurately within 10. By the start of P5, most children add confidently with two digits and can find simple fractions of an amount. They round to the nearest ten accurately and are exploring division strategies. At P6, a few are now exploring negative numbers. At P7, children identify factors and are investigating the difference between factors and multiples.
- At P2, most children are able to identify a range of coins. At P4, children use coins to find totals and calculate change from £1.
- At P2, most children continue patterns and can sequence and identify the seasons of the year. By P5, children are confident in identifying information from calendars. By P7, children interpret timetables.
- Children in P1 use everyday objects to find the lengths of items. At P4, children measure lines in centimetres and have explored standard units. By P7, children have explored a range of number patterns.

Shape, position and movement:

- At P2, most children can complete simple symmetrical pictures. Children across the school can identify 3D objects and their properties as appropriate to their stage. By P7, children identify the properties of a circle and have an understanding of different types of angle. Children in the upper stages of primary use grid references accurately.

Information handling:

- At P1, children construct simple bar graphs. By P5, children extract information to construct bar and line graphs. By P7, children use a range of diagrams to organise information. Children at P4 and P7 demonstrate an understanding of chance and uncertainty though there is scope to develop this further.

Attainment over time in literacy and numeracy:

- The school systematically tracks children's attainment in literacy and numeracy over time. Staff have gathered evidence over several years from a range of standardised assessment. They analyse and use this information to identify learners who are attaining well and those who are not attaining expected levels. The school has interventions in place to support these children. This information is used in conjunction with Scottish Index of Multiple Deprivation data to identify an attainment gap at all stages of the school.
- The school has identified an improving pattern of attainment in numeracy as children move through stages. Staff have identified the numeracy intervention programme as the key driver for this success. In literacy, the school has correctly identified a decrease in attainment at early and first level. It is developing a revised approach to the learning, teaching and assessment of literacy to support the delivery of high quality experiences for all children.
- Regular tracking meetings between teachers and senior leaders have an increasing focus on children's progress. Teachers engage in moderation of their professional judgements within the school and with cluster schools.

Overall quality of learners' achievement:

- Children's achievements are a major strength across the school. Children enjoy contributing to the life of the school and actively demonstrate the four capacities of Curriculum for Excellence. Children are confident when talking about their school and demonstrate a clear pride for their school and their successes.
- There is a well-embedded, whole school culture which recognises, shares and celebrates the achievements of children with the wider school community. Whole school awards have raised children's awareness of environmental issues and encouraged participation in initiatives. These help children to understand how they can influence and support change at a local, national and international level.
- The school has recently reviewed how it helps children to share their achievements and gain a better understanding of the skills they are developing. The school has yet to collate and analyse achievements of children to ensure equity of opportunity for all learners and to identify potential barriers to children achieving. The school monitors participation in activities. However, a more rigorous approach would ensure they are able to identify any children who do not participate and minimise any barriers to this.
- The school offers a wide range of opportunities to develop interests of children at all stages. There are strong group and individual performances in sports, music and dance. Across the school there is a high level of participation by children in sports festivals and competitive events. The school has achieved sportscotland School Sport award at silver level. At the time of the inspection, the school was awaiting confirmation of its outstanding achievement of the gold level award. The school is the first in Scotland to achieve a level three 'School of Cooperation' award.
- Children are involved in school groups and are clear about their roles and remits as representatives of their peers. The Pupil Council is working with Grounds for Learning to bring about improvements in their playground. Children are learning to listen to and take the views of others into account, particularly when they differ from their own views.

- The school has identified a gap in attainment at all stages within the school. It has identified those children in each class who require additional support and are working to remove any barriers to learning. Most staff are aware of the socio-economic context of the school and are working to engage with children and their families to support their learning.
- The school has outlined its proposed use of the Pupil Equity Funding. This includes enhancing learning environments and providing additional staffing to support parents to engage with their children's learning. The school should ensure it has plans in place to monitor and evaluate the impact of these interventions through professional enquiry.

School choice of QI :2.4 Personalised Support

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

- The strength of the school in this aspect of its work is having a significantly positive impact on learners. The headteacher sets high expectations of staff and supports them well through effective systematic approaches to tracking and monitoring of children's progress. This includes tracking of absences. Children across the school are confident and staff encourage them to do their best. In most lessons, teachers plan tasks and activities that meet the needs of children well.
- Relationships in all classes are positive and children have a voice in decisions which affect them. All children are involved in aspects of choice within classrooms and those we spoke to explained they like being asked about what they wanted to learn. Whilst there is some evidence of learning conversations in some classes, staff should work together to develop strategies consistently across the school. The 'Bonus ball' initiative is a strong feature of the importance the school places on sharing learning and success.
- Children are learning skills for learning, life and work through purposeful of class tasks and school activities. Across the school, there is a need to improve consistency in how learners lead their own learning. The school has identified the need to further develop PLPs to help improve this aspect.
- Children's needs are identified at an early stage and appropriate assessment and review meetings are well managed and planned. Most parents are fully involved in these processes.
- Children with additional support needs are supported well through a variety of approaches to planning for their needs. Senior staff recognise the need to streamline and simplify plans to make sure they are easily understood and progress tracked as effectively as possible.
- The headteacher has a very good understanding of the school's demographics. She has consulted widely on ways in which the school can remove any barriers to learning. There is a strong focus on ensuring equity of success is an outcome for all learners. The school staff work closely with a wide variety of supportive partner agencies to support the wide range of needs. Targeted support is leading to success for most learners. The school continues to find effective ways to reduce its exclusions and to become a fully inclusive school where all children achieve to their full potential.

Section Two

Summarised Inspection Findings

Hermitage Park Primary School Nursery Class

Key contextual information

The nursery is placed in a purpose built extension to the original school building. The facilities provide a good sized playroom, sensory room and secure, walled garden space. The nursery offers flexible early learning and childcare places over the week, three hour ten min am/pm, four hours am/pm Mon-Thurs and two full days (eight hours) either Mon/Tues or Wed/Thurs.

1.3 Leadership of change

good

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

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

- The whole school's values are understood and founded on equalities and fairness. The headteacher is committed in her role and ensures continuous improvement is sustained through wide consultation on the work of the school. The headteacher and practitioners know the school and its community well and have fostered positive links over a period of several years.
- Practitioners report they receive good support from the leadership team. They visit the nursery, undertake planned playroom visits and attend nursery team meetings. The newly appointed principal teacher has responsibility for developing and monitoring the work of the nursery and developing progression across the early level. This session, parents are being consulted on a range of 'big questions' about the quality of their children's early learning. This approach should continue to be developed to support a more focused approach to improvement which will allow aspects for change to be monitored more effectively.
- Practitioners strive to do their best for children and their families. In partnership with practitioners, the newly established leadership team have started to provide guidance for the direction of change in the nursery. They are developing as reflective practitioners. They engage in professional dialogue and share their skills to help make improvements. Members of the team are encouraged to take on a leadership role for initiatives linked to nursery developments. As a result, improvements are being made across the curriculum and particularly in outdoor learning opportunities.
- Practitioners access a useful range of professional learning opportunities to support their knowledge and practice. They should now be supported to reflect further on the quality of their provision and practice, developing a shared vision on how best to support children's learning, based on best practice. Focused visits to other early years settings will be beneficial.

- The school improvement plan includes priorities which impact on the nursery class.
There is evidence of the impact on learning through the development of outdoor play.
Practitioners are at the early stage of developing French as an additional language topic.

2.3 Learning, teaching and assessment

good

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

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

- Children are happy, safe, secure and developing confidence within the setting. Individual children receive a warm welcome. The majority of children are engaged and enjoy learning through child led play. They are developing their independence and beginning to take responsibility for aspects of their learning. Children are well supported by practitioners who know them well and recognise their emotional and developmental needs. Children make choices and select materials to develop their creativity and play from the quality resources both indoors and outdoors. Practitioners engage effectively with children using questioning skills and building on their prior knowledge. Children share their knowledge and experiences, talking confidently to practitioners and each other.
- The nursery is structured to provide a broad range of learning experiences which reflect children's interests and help to engage and sustain their interest. Children's views are listened to and practitioners plan the support for these interests well. Practitioners are at the early stage of developing responsive planning and now need to provide more opportunities indoors to deepen children's learning and provide increased challenge.
- Outdoor learning is a key priority across the school and nursery, with a focus on the development of high quality learning experiences planned in context. The current developments are supporting children to become more confident while learning in a variety of ways when using the well-resourced garden space. Loose parts play has enhanced the provision and increased opportunities for children to problem solve and use materials in creative ways. Planned further developments to increase literacy and numeracy activities will help to enrich this area further.
- Practitioners are sensitive to children's engagement in their play and use a flexible approach to avoid disrupting quality play for more adult-led activities. There is an appropriate balance between time children spend choosing activities and time spent in group activity. Practitioners should build further opportunities to include children in decision making activities, encouraging them to talk about and reflect on their learning regularly.
- Practitioners assess children's learning through play. They observe children, interact with them and record information using floor books and individual personal learning profiles. Key observations help to evidence the children's learning journey and identify some next steps in learning. Practitioners track children's progress in core areas of the curriculum and now need to consider progress across the wider curriculum, recording their observations regularly.

2.2 Curriculum: Learning and development pathways

- The early learning curriculum is firmly embedded in play. Practitioners have a clear understanding of play and learning and have developed a responsive learning environment.
- Children's interests are supported by a range of seasonal topics and festivals which help to provide an overall broad curriculum base for their learning.
- Practitioners would benefit from using national guidance to help them to continue to review the learning environment to promote increased challenge and the development of children's skills. Practitioners should continue to develop their shared understanding of early learning pedagogy to further enhance the learning environment to offer rich learning experiences for all children, including access to a wider range of natural materials.
- Practitioners plan for daily outdoor learning experiences and continue to explore how best to use this space to support learning across the curriculum. They access the nearby woodland with children but there is scope to make more effective use of the local community to support learning. Children make effective use of a small range of digital technologies to extend their learning. Digital learning needs to be used across a wider range of experiences to help children develop their skills.
- Information on children's progress is shared with the P1 teachers in the school. Appropriate pastoral arrangements to support children moving from nursery to P1 are in place for most children. Practitioners have started to review how they use information about children's progress and interests to support improved continuity and progression in learning for those starting school. The new management team remits will help to support the continuity across the early level.

2.7 Partnerships: Impact on children and families - parental engagement

- Practitioners have worked well to establish strong links with parents and carers. Parents are valued as partners and encouraged to become involved in the setting in a variety of ways. They share their views to support improvement and evaluate specific aspects of the provision. Practitioners work with families to improve the learning environment, such as the recent work in the nursery garden. Parents are also invited to share their skills and cultures to support the curriculum and enrich children's learning.
- Parents are kept informed about their child's learning in a range of ways. They have access to their child's PLPs and are able to make contributions. A home lending library has been set up for families to access and the nursery's travelling bear encourages parents to share in their child's learning. As planned, practitioners should seek to build on and expand these learning links between home and nursery.
- Children benefit from the setting's engagement with a range of partners. For example, recent work with the local park ranger has enhanced children's outdoor learning and work with a storyteller led to positive impact on children's literacy experiences. As planned, practitioners should continue to build on their links with local partners in order to support and develop children's learning.
- Parents are encouraged to engage in nursery activities and contribute to their children's personal learning profiles. Practitioners value parents' contributions and aim to encourage participation in a wider range of nursery activities. Parents who attend family learning (Peers Early Education Partnership) classes speak positively on the impact the input has on supporting children's learning and transitions. Practitioners are proactive in engaging early with families, organise home visits before a child starts nursery and offer a range of parent support groups and 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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

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

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

- There is a clear focus on promoting wellbeing for all children and families within the setting. Practitioners have made getting to know each family at the time of initial transition a priority in order to create positive partnerships and build relationships. This has led to a climate of mutual trust and a sense of community.
- Practitioners have established a positive environment for learning where children are settled, valued and respected as individuals. The promotion of children's wellbeing is central to the work of the setting and understood as the foundation for lifelong learning. As a result, children are supported to feel safe, healthy, active, nurtured, achieving, respected, responsible and included. On almost all occasions, practitioners successfully model this through kind, empathetic and respectful interactions. It will now be useful for the team to agree a shared approach to all aspects of their practice in order for this to be consistently applied.
- Positive behaviour is promoted in the setting through nurturing children's self-esteem and their relationships with each other. Practitioners encourage the building of early friendships between children and support them to negotiate during play. As a result, most children are respectful of each other and able to work together, appropriate to their stage of development. Children's emerging understanding of emotions and feelings is skilfully explored and built on through discussion and use of stories.
- Each child is recognised as an individual with their own needs, rights and attributes. Practitioners know each child well and value their contributions to the life of the setting. Children show good levels of independence in the environment and their choices are respected by practitioners. They encourage participation in daily routines, planning of learning and seek children's views on matters affecting them. We have asked practitioners to continue build on this positive start to strengthening the children's voice and opportunities for early leadership within the setting.
- Practitioners are reflective, motivated and keen to develop their practice in order to continue to improve outcomes for children and families. They work together effectively to meet the varying needs of children attending the setting and value time for professional dialogue. Practitioners have a good understanding of important developments in early learning and childcare in order that they fulfil their statutory duties. Care is planned for in a way that prioritises wellbeing and secures positive outcomes for all. We have asked practitioners to continue to develop a few of their processes to ensure plans for children's learning are consistently recorded and reflect development and progress over time. This

will be particularly important when monitoring the impact of plans for children who require additional support with their learning.

- The diversity and individuality of families attending the setting is valued by practitioners who understand their role in promoting inclusion and equity. Differences are viewed positively and help to develop children's understanding of the world and support their learning. As planned, practitioners should now continue to develop their approaches to learning from the nursery community to enrich children's learning and promote celebration of diversity.

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.

- Most children are making good progress in early literacy. Practitioners interact well with children during free play to extend children's communication and early language skills. Most children are showing a keen interest in mark-making and enjoy sharing their 'writing' with adults and one another. A few children enjoy sharing books independently and almost all children listen with interest to stories during group activity. It will be important for practitioners to ensure children continue to develop these skills through meaningful contexts indoors and during outdoor learning.
- Most children are progressing well in early numeracy and can count when playing with increasing confidence. They use wooden numbered stepping stones enthusiastically outside to count as they step and jump along. Children are developing good early mathematical skills through the range of toys and resources available. Most children are beginning to use appropriate mathematical language as they compare the size, length and capacity of blocks when playing outside and creating large constructions. Practitioners now need to continue to support children to develop early numeracy and mathematical skills through real-life contexts.
- In health and wellbeing children are making good progress. Practitioners provide a supportive ethos in the setting and encourage children to be caring, kind and respectful to others. Children are learning about healthy foods and lifestyles. Most children enjoy taking part in a regular 'mini mile' and regular outside activity. Practitioners plan regular woodland outdoor experiences which engage the children in active play and learning in a natural environment.
- Children's individual achievements within the nursery are captured and celebrated well. Praise is used effectively to support and encourage children and to celebrate their success. Achievements from home are starting to be shared through the personal learning profiles. There is scope for children to contribute to wider school initiatives for example, Pupil Council, Eco-Schools. Practitioners should continue to explore ways to celebrate and share children's achievements with parents and the wider school community.
- Practitioners work hard to develop a supportive and inclusive ethos. They are proactive in identifying potential barriers to learning.

Setting choice of QI : 2.4 Personalised Support

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

- Children's interests and needs are at the centre of the setting's planning processes. Recent developments to improve responsive planning methods have helped practitioners to take account of children's experiences, ideas and individual ways of learning. As these approaches develop, it will be important to focus on ensuring appropriate support, depth and challenge across the curriculum.
- The setting's keyworker system enables practitioners to respond well to the individual needs of children. They know each child well and use this knowledge to tailor their interactions and build strong relationships. Practitioners take full account of the particular stages of development of children and use this effectively to support them in their learning.
- The environment provides children with a good range of learning experiences and activities. Children show high levels of independence and confidently access the resources they need for their play. As newly introduced planning processes develop, it will be important to consider strategies to ensure prior learning is consistently built upon and all children make the best possible progress.
- Practitioners' strong relationships with children and careful observation of their play means that their needs are identified early. Implicit understanding of the wellbeing indicators allows practitioners to provide holistic assessment of children's strengths and support needs. We have asked practitioners to continue to develop their use of the wellbeing indicators in their work with children. This will support children to develop the language to express their feelings.
- Links with external agencies and other professionals are used effectively to support children who face barriers to their learning. Personalised support is leading to positive outcomes for children and practitioners are responsive to individual circumstances. It would now be beneficial for practitioners to develop the way in which they plan for and record this support so that the impact can be more reliably assessed over time.

Explanation of terms of quantity

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

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

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

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Appendix 3

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

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

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

Develop consistency in high quality learning, teaching and assessment across the nursery and primary stages to further raise attainment.

A positive ethos and culture is evident across the school and nursery. There were positive, nurturing relationships between staff and children and children showed care and respect for each other. In almost all classes children were engaged and motivated during the learning experiences and were given opportunities to be independent learners. Children across the school contribute to the life of the school and wider community through a number of 'Hermie Helps' groups. The nursery children are involved in the Eco group but there is scope to further develop working across the Early Level and to involve nursery children in a greater number of whole school wider experiences. In almost all classes the learning intentions were shared and criteria for success discussed and used when the children were self and peer assessing their progress. In almost all classes teachers used effective questioning strategies to promote thinking skills and both verbal and written feedback was evident in most classes. Teachers reported that they were becoming increasingly confident when assessing and moderating across school and cluster using national benchmarks in literacy and numeracy leading to reliable attainment data over time. A next step would be to extend this good practice to include all curricular areas. Teachers plan appropriately taking into account the needs of the learners in their class. In the nursery children's needs and interests are responded to, and appropriate learning opportunities are being provided. The team now need to further develop their planning processes to ensure that all children's learning needs are being met. Pupils reported that they had some choice in setting the direction of their learning within social subjects in particular but this is an area that the school could develop further. The children in the focus group stated that they are in groups for literacy and numeracy according to ability but that there was movement across these groups depending on progress. The school should further consider methods of differentiation, pace and challenge.

Refresh the school's vision and values to more accurately reflect the school's ambition and commitment to continuous improvement.

All staff clearly showed commitment to supporting children to achieve the highest possible standard and success. Senior leaders are providing strong leadership and are judging the pace of change well. The school is currently developing a shared vision, values and aims

in consultation with all stakeholders. The Head Teacher has been in post for a year and has taken time to get to know the school and community before beginning consultation on school vision. She has built up positive relationships across the school and community and as a result there is trust and mutual respect upon which the vision, values and aims can be built. Children are using key vocabulary from the positive relationship strategy used across the school to describe good choices.

In conclusion, Hermitage Park Primary School have continued to make progress in both of the areas noted in the inspection.

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

Lorraine Lawrie
Quality Improvement Education Officer

Sub-Committee on Standards for Children and Families

Wednesday, 11 March 2020

Follow-through visit at Tynecastle High School

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-Committee for Standards for Children and Families is requested to:
 - 1.1.1 the education authority and the school should continue to improve; and
 - 1.1.2 Note the progress made since the inspection, and the local authority's finding that the school has the capacity to continue to improve.

Alistair Gaw

Executive Director of Communities and Families

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Follow-through visit at Tynecastle High School

2. Executive Summary

- 2.1 Following the Education Scotland (ES) inspection of Tynecastle High School in December 2017, resulting in a published inspection report in February 2018, officers from The City of Edinburgh Council conducted a follow-through visit in November 2019 to determine the school's progress in relation to agreed areas for improvement. Officers will continue to work with the school to ensure progress continues.

3. Background

- 3.1 Education Scotland undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. 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. The latter was the case for Tynecastle.
- 3.2 In December 2017, a team of inspectors from Education Scotland visited Tynecastle High School. During their visit, they talked to parents/carers, children and young people and worked closely with the headteacher and staff. Evidence gathered enables Education Scotland to evaluate some quality indicators from How good is our school? (4th edition). Quality indicators help schools, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing. Council officers are then required to provide an update on progress within 2 years of the inspection. The school Quality Improvement Officer continues to work with the head teacher and senior leadership team to plan for continuing improvement.

4. Main report

The Education Scotland report, published on 27th February, 2018, identified the following key strengths:

- 4.1 Ably led by the headteacher, staff's shared drive and commitment to working together to lead school improvement which includes a strong voice for young people.
- 4.2 Positive relationships between staff and young people and across the school community. This has built a strong sense of community and supports young people's progress.
- 4.3 The effective use of digital technology which is supporting young people to learn flexibly in and beyond the classroom in a range of different and motivating ways.
- 4.4 The positive impact of the school's work in overcoming barriers facing young people to improve participation, engagement and achievement and support equity. This is leading to improved attainment in some key measures.

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

- 4.5 Continue to ensure planning for improvement leads to measurable impact on the school's work.
- 4.6 Continue to improve approaches to the assessment, moderation and planning of learning to meet the needs of all young people more effectively.
- 4.7 Further improve the quality and consistency of planning for groups and individual learners with identified additional support needs.
- 4.8 Continue to raise attainment by developing learning pathways through S1 to S6 to ensure a more dynamic and flexible curriculum which meets the aspirations of all young people.
- 4.9 Here are Education Scotland's evaluations for Tynecastle High School:

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

- 4.10 The current school roll is 628 young people; at time of inspection the school roll was 558. Growth and the creation of Pupil Equity Funded staff opportunities have led to an increase in staffing with nearly half the complement new since inspection.

- 4.11 Tynecastle won the Scottish Education Award for Digital Learning and Teaching in 2018. The school is also an Apple Distinguished School, an accreditation which spans 2018-2021.
- 4.12 The school has taken a more consistent approach to planning for improvement at faculty level, with better alignment of plans at faculty and whole school level. Curriculum Leaders demonstrate ownership of school improvement and report increased confidence with the use of data amongst their staff. This includes the use of improvement science amongst staff at all levels, which the school will continue to strengthen.
- 4.13 Staff are now tracking attainment more effectively in the BGE and this remains a school priority. Staff meet with young people to discuss their progress and agree next steps and the tracking and monitoring system supports this work. The school will continue to monitor the impact this is having on attainment. Staff are engaging with the benchmarks within the BGE which is leading to a clearer overview of assessment.
- 4.14 Progress has been made towards a shared understanding of high quality learning and teaching. Staff are working in Learning Triads this year to support their professional development. Staff and young people at Tynecastle speak increasingly positively about their ability to lead and take forward initiatives.
- 4.15 The school is effectively using a “Team Around the Cluster” model to plan support for specific cohorts of learners. The number of young people accessing emotionally-based support, tailored to individual needs, has increased. Appropriate pathways are in place for targeted groups of young people. The school’s Information Hub to support learners is continually reviewed and improved.
- 4.16 The schools continues to enhance planned curricular pathways S1 to S6. The school is currently engaged in a comprehensive review of its curriculum, in consultation with young people, parents/carers and staff. It is clear that senior leaders are aware of the importance of ensuring the new curriculum meets the aspirations of all young people and delivers increased levels of attainment and achievement.

5. Next Steps

- 5.1 The local authority is satisfied that the school has made good progress with the areas highlighted in the inspection report. The school is committed to continuing to improve outcomes for young people.
- 5.2 The local authority is confident that the school has the capacity to continue to improve.

6. Financial impact

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

7. Stakeholder/Community Impact

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

8. Background reading/external references

- 8.1 Tynecastle Inspection Report, Education Scotland 27.02.18
<https://education.gov.scot/media/0lxjvkg4/tynecastlehsins270218.pdf>
- 8.2 Tynecastle Summarised Inspection Findings, Education Scotland 16.03.18
<https://education.gov.scot/media/i45fqjte/tynecastlehighschoolsif160318.pdf>

9. Appendix

- 9.1 Tynecastle High School Post-Inspection Visit Report, November 2019

Appendix 1

Tynecastle High School post-inspection visit by City of Edinburgh Council, Nov 2019

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

Identified Strengths

- Ably led by the headteacher, staff's shared drive and commitment to working together to lead school improvement which includes a strong voice for young people.
- Positive relationships between staff and young people and across the school community. This has built a strong sense of community and supports young people's progress.
- The effective use of digital technology which is supporting young people to learn flexibly in and beyond the classroom in a range of different and motivating ways.
- The positive impact of the school's work in overcoming barriers facing young people to improve participation, engagement and achievement and support equity. This is leading to improved attainment in some key measures.

Areas for Improvement

- Continue to ensure planning for improvement leads to measurable impact on the school's work.
- Continue to improve approaches to the assessment, moderation and planning of learning to meet the needs of all young people more effectively.
- Further improve the quality and consistency of planning for groups and individual learners with identified additional support needs.
- Continue to raise attainment by developing learning pathways through S1 to S6 to ensure a more dynamic and flexible curriculum which meets the aspirations of all young people.

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.

The post-inspection visit

In order to report on progress, a team of council officers visited the school during the week beginning 25 November 2019. The team consisted of the Quality Improvement Manager for CEC secondary schools and two Quality Improvement Education Officers. Over the two-day visit, a number of classes were observed. The team met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE. The team also met with the following focus groups: young people from S1-S3 (the Broad General Education); young people from S4-S6 (the Senior Phase); teaching staff; staff with responsibility for leadership; and staff involved in Pupil Support and Support for Learning.

Context of the school

The current school roll is 628 young people; at time of inspection the school roll was 558. Current roll projection for August 2020 is 702. Growth and the creation of PEF opportunities have led to an increase in staffing with nearly half of the staffing complement new since the inspection.

Tynecastle won the Scottish Education Award for Digital Learning and Teaching (2018). The school is also an Apple Distinguished School, an accreditation which spans 2018-2021. All young people S3-S6 have 1:1 iPads.

Findings of the visit: progress with areas for improvement

Continue to ensure planning for improvement leads to measurable impact on the school's work.

The school has taken a more consistent approach to planning for improvement at faculty level. There is better alignment of plans at faculty and whole-school level. Advice regarding planning for Curriculum Leaders is more robust, and increased support from Senior Leaders has been welcomed.

Curriculum Leaders demonstrate ownership of school improvement and report increased confidence with the use of data amongst their staff. Data is now used more effectively to inform progression pathways for young people and to plan for improvement. The school is working towards setting appropriate targets for progression in the Broad General Education (S1 to S3) in order to ensure pace and challenge.

Curriculum Leaders are becoming more confident in the use of "improvement science" methodology to set targets. The school would benefit from revisiting this methodology to build on successes and strengthen staff understanding in order to ensure consistency.

Continue to improve approaches to the assessment, moderation and planning of learning to meet the needs of all young people more effectively.

There is clear progress with improving learning and teaching within the Broad General Education (S1 to S3) and staff are now tracking attainment more effectively. This remains a school priority. Staff meet with young people to discuss their progress and agree next steps. The school's tracking and monitoring system supports this work; the school should continue to monitor the impact which this is having on attainment.

The school has invested in learning and teaching through its extended programme of in-house staff development. Staff are working in Learning Triads this year to support their professional development and share in classroom experience. Staff have been trained in a variety of approaches and the school plans to revisit these strategies to ensure they are used consistently and effectively. This has resulted in progress towards shared understanding of high quality learning and teaching.

Staff and pupils speak increasingly positively about their ability to lead and take forward initiatives. The school continues to use “teachmeets” as an effective means to share practice. Digital technology continues to be used widely to promote effective learning.

The school is working towards a clearer overview of well-planned assessment in the BGE. Staff are engaging with the benchmarks within the BGE. This has led to greater confidence in teacher judgement of young peoples’ progress, although there remains a need to ensure greater consistency in this area.

Young people continue to speak positively about their opportunities to contribute to ideas for school improvement and to shape the school curriculum through their involvement in Faculty Reviews, recruitment and Participatory Budgeting.

Further improve the quality and consistency of planning for groups and individual learners with identified additional support needs.

The school is effectively using a “Team Around The Cluster” model to plan support for specific cohorts of learners. A wide range of partners regularly attend TATC meetings, including Educational Psychology, Additional Support for Learning Service, the school's Educational Welfare Officer, Family & Household Support, Social Work, Family Group Decision Making and cluster Primary colleagues. Discussions are focussed on support for targeted groups (including care experienced learners).

The number of young people accessing emotionally-based support, tailored to individual needs, has increased.

Appropriate pathways are in place for targeted groups of young people. In some cases, these offers could be opened out more widely. The school has plans for this.

The school's Information Hub to support learners is continually reviewed and improved to ensure it is user-friendly and has the maximum impact. Post-inspection, specific groups to track and monitor attendance, attainment and interventions for young people at risk of not achieving have been created. This is allowing timely and individualised interventions to be put in place to support young people’s outcomes.

The school has increased contact with the associated primaries regarding P7 pupils who may require additional support, with a variety of transition programmes in place.

Pupil Support and Support for Learning staff take a consistent approach to improvement planning, using attendance data, attainment data and ASN information to plan and review support for learners at fortnightly Year Head meetings. The use of “improvement science” is consistent with the approach being promoted across the whole school, with targets being set to allow improvements to be monitored and evaluated.

Continue to raise attainment by developing learning pathways through S1 to S6 to ensure a more dynamic and flexible curriculum which meets the aspirations of all young people.

The school continues to enhance planned curricular pathways S1-S6. A number of courses to improve the offer for young people in the Senior Phase (S4-S6), along with a smaller number of courses in S3, have been introduced. This includes, for example, the

introduction of ESOL National Qualifications, which allow young people with English as an Additional Language to attain appropriate levels in literacy. There has been an increase in the number of young people accessing offers from the school/college partnership.

The school is part-way through a comprehensive review of its curriculum, which involves consultation with young people, parents/carers and staff. This is a major piece of work and senior leaders are aware of the importance of ensuring that the new curriculum meets the aspirations of all young people and delivers increased levels of attainment and achievement.

Staff are more aware of the Career Education Standard and the importance of linking learning to employability and skills development. In Science, for example, young people engaged with an “employability skills wheel”, whilst Art & Design have introduced a consistent approach to developing awareness of skills in the BGE linked to careers. Young people are accessing a wider range of career information in general; this is well-supported by strong partnership working with Skills Development Scotland. There is now an opportunity to revisit the school’s skills framework in order to share and extend this good practice.

The school has developed its Developing the Young Workforce (DYW) strategy. This has included increased engagement in My World of Work, a series of “Pathways” assemblies, strengthened 16+ tracking and individualised support. All faculties have chosen an aspect of DYW for planned improvement, as evidenced in faculty improvement plans. Tynecastle should now ensure that meaningful, measurable impact measures of this work are put in place, in order to more robustly define what success of the school’s DYW strategy will look like.

Conclusion

The school has made good progress with all of the identified areas for improvement and has planned for further improvements over time. The local authority continues to be confident that the school has a clear, strategic direction and the capacity to continue to move forward positively.

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