

# Sub-Committee on Standards for Children and Families

**10:00am, Wednesday, 11th December 2019**

## **Primary School Inspection at Prestonfield Primary School**

**Executive/routine  
Wards  
Council Commitments**

### **1. Recommendations**

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- 1.1 The Sub-Committee on Standards for Children and Families is asked to:
  - 1.1.1 note the findings of the 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

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# Report

## Primary School Inspection at Prestonfield Primary School

### 2. Executive Summary

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- 2.1 Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- 2.2 Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- 2.3 This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

### 3. Background

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

### 4. Main report

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- 4.1 The inspection team found the following strengths in the school's work:
  - 4.1.1 The leadership of the headteacher and the value he places on achieving successfully the school's welcoming ethos, gaining the respect of parents and developing effective partnership working.
  - 4.1.2 Children who are friendly, confident and enjoy participating in the interesting activities provided by the school and its nursery.

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

#### 4.3 Measures of Success

Inspectors gathered evidence to enable them to evaluate the school's work using four quality indicators from How good is our school? (4<sup>th</sup> 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?(4<sup>th</sup> edition).

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

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

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

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

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

## 5. Next Steps

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

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

## 7. Stakeholder/Community Impact

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- 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**

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

## **9. Appendices**

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- 9.1 Appendix 1 – Letter and Evaluations  
9.2 Appendix 2 – Summary of Findings for the Nursery and Primary School

10 September 2019

Dear Parent/Carer

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

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

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

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

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

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

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition)</a> , <a href="#">Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children's progress</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

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

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

### Requirements/recommendations made by Care Inspectorate for the nursery class

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/edinburgh-city/5527929>.

### What happens next?

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

Susan Gow  
HM Inspector

Isobel Reilly  
Care Inspector



# Summarised inspection findings

**Prestonfield Primary School Nursery Class**

The City of Edinburgh Council

10 September 2019

## Key contextual information

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

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

### 1.3 Leadership of change

good

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

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

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

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

## 2.3 Learning, teaching and assessment

**satisfactory**

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

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

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

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

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

## 2.2 Curriculum: Learning and developmental pathways

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

## 2.7 Partnerships: Impact on children and families – parental engagement

- See choice quality indicator below - Partnerships.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

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

### 3.2 Securing children's progress

**satisfactory**

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

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

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

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

## Choice of QI : Partnerships

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

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

### 1. Quality of care and support

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

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

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

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

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

### AREAS FOR DEVELOPMENT

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

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

**Care Inspectorate grade: good**

## 2. Quality of environment

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

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

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

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

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

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

### AREAS FOR DEVELOPMENT

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

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

### Care Inspectorate grade: very good

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

## Explanation of terms of quantity

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

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

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



# Summarised inspection findings

**Prestonfield Primary School**

The City of Edinburgh Council

10 September 2019



## Key contextual information

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

### 1.3 Leadership of change

good

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

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

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

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

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

## 2.3 Learning, teaching and assessment

**satisfactory**

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

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

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

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

## 2.2 Curriculum: Learning pathways

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

## 2.7 Partnerships: Impact on learners – parental engagement

- See the choice QI section below.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

**satisfactory**

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

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



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

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

## 3.2 Raising attainment and achievement

good

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

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Attainment in literacy and numeracy

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

### Literacy and English

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

### Talking and listening

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

### Reading

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

## **Writing**

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

## **Attainment in numeracy and mathematics**

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

## **Number, money and measurement.**

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

## **Shape, position and movement.**

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

## **Information handling**

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

## **Attainment over time**

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

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

### **Overall quality of learners' achievement**

- The school promotes an ethos that values and celebrates children's achievements within the school and the wider community. Children's achievements are captured and displayed prominently around the school and celebrated in school assemblies. Social media is used to good effect to publicise and share activities and successes with parents. Children speak positively of their achievements in school and also beyond the classroom. They are increasing their understanding of other cultures and religions through events such as the 'International Dinner', Chinese New Year and Ramadan.
- Within the school's house system, children take the roles of captains. The school's committees allow most children to take responsibility and apply their skills and interests in a number of roles. Children contribute positively to supporting one another. They are developing an understanding of the world of work and the skills of learning through rich experiences in STEM related activities, and career focused events.
- Children are becoming increasingly aware of their responsibilities as citizens and have successfully gained three green flags through the Eco Schools initiative. The school holds gold status as a rights respecting school. Staff should continue to sustain the focus of the committees and ensure all children are fully involved and understand the contributions they make to the life of the school. The school has an appropriate focus on financial education through enterprise activities such as hosting themed community cafes. The children are gaining understanding of budgets and importance of saving through the schools successful 'Snappy Savers' scheme.
- Children access a range of clubs offered by staff and the Active Schools coordinator. This is enabling children to widen their interests and develop their skills. Children in P7 are developing confidence, self-esteem and social skills through the school's residential excursion. Continuing to maintain an overview of participation in activities will support staff in targeting those children who may be at risk of missing out.
- Moving forward, more children would benefit from being actively involved as leaders. This would enable them to take roles with increased responsibilities and to build on the skills they develop.

### **Equity**

- The headteacher and staff know children and their families very well. Teachers and support staff work closely together to provide care and support leading to children being ready to learn. Barriers to learning are targeted through effective use of the Pupil Equity Funding. The school's work is having a positive impact on outcomes for children who need help to overcome barriers to their learning. This has been successful particularly in nurture. The development of the 'Rainbow Room' is providing children with opportunities to apply skills in self-regulation and resilience. Targeted interventions support children and their families effectively. These interventions are leading to more children being ready to learn and developing resilience.

## Choice of QI: 2.7 Partnerships

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

## Explanation of terms of quantity

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

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

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