

# Education, Children and Families Committee

10:00am, Tuesday, 31 January 2023

## Quality Improvement and Scrutiny Update

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the progress, strengths and areas for improvement identified through self-evaluation and scrutiny activity
  - 1.1.2 Agree next steps at 5.1 – 5.3

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## Quality Improvement and Scrutiny Update

### 2. Executive Summary

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- 2.1 This report provides an update of the self-evaluation of schools, and scrutiny undertaken by Education Scotland since the previous Quality Improvement and Scrutiny Report presented at the Education, Children & Families Committee on 15<sup>th</sup> November 2022.
- 2.2 The following schools were inspected by Education Scotland
- Currie Primary School and Nursery Class (full model inspection)
  - Juniper Green Primary School and Nursery Class (full model inspection)
  - Edinburgh Secure Services (Howdenhall & St Katherine's) (short model inspection)

The letters issued to parents & carers identifying strengths and next steps for each of the above inspections, are attached as appendices. The link to the more detailed full summarised inspection findings (SIF), is detailed in the letter for each inspection and referenced below as background reading.

- 2.3 Follow-Through visits took place to establish the level of progress on areas of improvement identified during previous HMI Inspections as follows:
- Echline Primary School Progress made
  - Longstone Primary School Progress made
  - Prestonfield Primary School Significant Progress made

In each case, the QICS will ensure that recommendations for further improvement are implemented by the school.

- 2.4 Supported self-evaluation processes have been undertaken at
- Forrester High School
  - James Gillespie's High School

Key strengths, and areas for improvement, have been identified and are detailed in the main report section. The QICS will ensure that actions related to improvements are implemented by the school.

### 3. Background

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3.1 Education Scotland has inspected the schools stated in the executive summary using either the full or short model of inspection. The full model of inspection evaluates the four key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading):

- 1.3 Leadership of Change
- 2.3 Learning, Teaching & Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment & Achievement

The short model of inspection evaluates two Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading):

- 2.3 Learning, Teaching & Assessment
- 3.2 Raising Attainment & Achievement

In each case, the QICS has provided intensive support to ensure these schools are well prepared for their inspections including ensuring high confidence levels in the school's self-evaluation grades for these core Quality Indicators. This includes undertaking supported self-evaluation processes (SSEs) and Shared Classroom Experience (SCE). Discussions are also held with senior leaders about their strategy for improvements in these core areas of work and discussions held with focus groups of staff, parents/carers and young people.

3.2 The Quality Improvement and Curriculum Service (QICS) undertakes follow-through visits in accordance with the following cycle: -

- Within 1 year of inspection where a school has been externally validated as "satisfactory" or less in any of the core Quality Indicators (1.3 Leadership of Change, 2.3 Teaching, learning & assessment, 3.1 Health, wellbeing & resilience, 3.2. Raising attainment & achievement)
- Within 18 months of inspection for all other schools

Post-pandemic, schools inspected just before lockdown have been prioritised. Some schools inspected before lockdown did not experience a follow-through visit due to the suspension of planned scrutiny activity. Follow-through visits will be planned for this category of schools in keeping with the principle that those with an external validation of "satisfactory" or less will be prioritised.

3.3 The QICS has restarted the plan of activity of supported self-evaluation processes for schools likely to be in the cycle for inspection. The main factor in identifying these schools is the length of time since they were last inspected; information which is held in the Capacity & Risk Register. These groups of schools have received targeted pre-inspection support including detailed guidance on the process of, and preparation for, inspection.

## 4. Main report

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### 4.1 Education Scotland Inspections

#### **Currie Primary School and Nursery Class**

In September 2022, Education Scotland inspectors visited Currie Primary School undertaking a full model inspection.

##### **School**

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Good
3.2 Raising Attainment & Achievement	Good

##### **Nursery**

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality & Inclusion	Good
3.2 Securing Children's Progress	Satisfactory

The strengths and areas for development are detailed in the report and summarised inspection findings (Appendix 1). The Early Years QICS will make a return visit within one year to ensure progress is made in the Nursery within the areas identified.

#### **Juniper Green Primary School and Nursery Class**

In September 2022, Education Scotland inspectors visited Juniper Green Primary School undertaking a full model inspection.

##### **School**

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good

##### **Nursery**

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Very Good

3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Securing Children's Progress	Good

The strengths and areas for development are detailed in the report and summarised inspection findings (Appendix 2). Of particular note, is the school's Equalities work which the inspection team has identified as sector-leading and have requested permission to share this practice at National level.

### **Edinburgh Secure Services (Howdenhall & St Katherine's)**

In September 2022, Education Scotland inspectors visited Edinburgh Secure Services undertaking a short model inspection.

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Unsatisfactory
3.2 Raising Attainment & Achievement	Weak

As a result of the inspection findings, Education Scotland will return to carry out a further inspection of the school within six months of the publication of the report (20.12.22) and will liaise with the Local Authority regarding this process. The strengths and areas for development are detailed in the report and summarised inspection findings (Appendix 3). The provision (education and care setting) is currently under review with a clear action plan to ensure that the needs of the young people attending are fully met. This has included a review of the leadership capacity.

## **4.2 Follow-Through Visits**

### **Echline Primary School**

In September 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Echline Primary School and Nursery Class<sup>5</sup> (short model inspection).

#### **School**

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Good

#### **Nursery**

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Securing Children's Progress	Good

A team of QICS officers visited the school to review progress, week beginning

26<sup>th</sup> September 2022. During the visit, the nursery and 10 primary classes were observed. The team also met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE, and with the following focus groups: pupils P3-P4, pupils P5-P7, teaching staff and nursery practitioners. The findings provide evidence that the school has made progress in all three areas highlighted by Education Scotland in 2019. Strengths and next steps are detailed in the report. (Appendix 4). The Quality Improvement Education Officers for the school and the 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 & carers through the Standards and Quality reports at the end of each session.

### **Longstone Primary School**

In February 2020, a team of inspectors from Education Scotland and the Care Inspectorate visited Longstone Primary School and Nursery Class (short model inspection).

#### **School**

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Good

#### **Nursery**

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Securing Children's Progress	Satisfactory

In September 2022, a team of QICS officers visited Longstone Primary School and Nursery Class to report on progress. They visited classes and worked closely with the Head Teacher, the senior leadership team, and wider staff, to evidence the progress and improvements which the school had made. The findings evidence that Longstone Primary and Nursery had made progress in all four areas highlighted by Education Scotland in 2020. Strengths and next steps are detailed in the report. (Appendix 5). The Quality Improvement Education Officers for the school and the nursery will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents & carers through the Standards and Quality reports at the end of each session.

### **Prestonfield Primary School**

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield Primary School and Nursery Class (full model inspection).

## School

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality & Inclusion	Good
3.2 Raising Attainment & Achievement	Satisfactory

## Nursery

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality & Inclusion	Satisfactory
3.2 Securing Children's Progress	Good

A team of QICS officers visited the school and nursery on 28 September 2022. The team reviewed classroom experiences with a member of the Senior Leadership Team in six classes, the nursery and observed the Support for Learning Teacher working with young people. 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: pupils from P5-7, teaching staff, nursery practitioners and the Parent Council Chairs. The findings evidence that the school and nursery have made significant progress in each of the identified areas for improvement. Strengths and next steps are detailed in the report. (Appendix 6). Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience.

### 4.3 Supported Self-Evaluation

QICS officers have undertaken supported self-evaluation processes with Forrester and James Gillespie's High Schools. The following strengths, and areas for improvement, have been identified:

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#### Forrester High School

- Across the school, learning environments are built upon positive, nurturing relationships.
- The recently developed Learning and Teaching strategy, which links with the Edinburgh Learns Teachers' Charter, is beginning to have a positive influence on the learning experiences of young people.
- In almost all lessons the purpose of learning, and success criteria are shared, in the majority of classes this is used to provide feedback to learners about how to progress in their learning. In the best examples, feedback was provided on an individual basis allowing the pupil to identify gaps and next steps in their learning including opportunities for peer assessment.
- In a few curriculum areas, teachers make imaginative use of digital technologies to stimulate and support young people's learning.

- Staff should further develop their skills related to, and understanding of, Assessment is for Learning (AifL) making use of the Edinburgh Learns Teachers' Charter professional learning offer, developing greater consistency in the construction of learning intentions.
- The school should also increase pace and challenge and ensure tasks are tailored to match the needs and abilities of all learners appropriately.
- Pupils would benefit from increased opportunities to work collaboratively.
- Staff should continue to plan for differentiation using a range of data. This will help all staff to understand the social, economic and cultural context of its local community. The school should now plan to participate in Leadership for Equity professional learning.

### **James Gillespie's High School**

- The positive relationships developed by staff contribute to a learning environment in which young people are co-operative and keen to learn.
- The staff demonstrate a commitment to supporting the wellbeing of all young people. This has built an ethos of mutual respect.
- Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. The school protects time for professional dialogue, collegiate learning and self-evaluation, so that most members of the school community can contribute to plans for continuous improvement.
- The school engages in regular self-evaluation with stakeholders and has a thriving Parent Council whose views are sought regularly about a range of aspects of school life.
- Staff utilise a range of data and information to understand the social, economic and cultural context of its local community and take account of this when planning learning, events and opportunities. As identified in the Standards and Quality Report, June 2022, teaching staff and Pupil Support Officers should participate the Leadership for Equity Training.
- The school should continue to develop strategies to raise attainment for the lowest-attaining groups of young people across all stages.
- As part of the refresh of the school's teaching and learning toolkit there should be a focus on use of Assessment is for Learning strategies. A review of the lesson structure to maximise learning time model would also be beneficial. The toolkit should be adapted in line with the Teachers' Charter in the areas identified through self-evaluation activity. As identified in the Standards and Quality Report in June 2022, all staff should participate in one aspect of the Teacher Charter CLPL Training linked to their Professional Review and Development.
- Tracking and monitoring of learners' progress, achievement and attainment, for individuals and groups of young people, should be systematic and based on reliable evidence across all curriculum areas. This should include building on the most effective practice within the school, to develop a shared practice examples of high-quality learning, teaching and assessment.



## 5. Next Steps

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- 5.1 QICS to continue to undertake the planned calendar of remaining follow-through visit which will be reported to Education, Children & Families Committee.
- 5.2 QICS to continue to undertake planned calendar of Supported Self-evaluation activity, the themes from which will be reported to Education, Children & Families Committee.
- 5.3 QICS to review the Capacity and Risk Register to update data gained from scrutiny activity, and to provide proportionate levels of support and to plan future scrutiny activity.

## 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 Edinburgh Learns Improving Quality in Learning Board will continue to consult with a range of reference groups i.e. senior leaders, practitioners, parents/carers & young people & Education Scotland to ensure helpful guidance and support is provided to schools to secure continuous improvements and effective self-evaluation approaches.
- 7.2 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate.
- 7.3 The QICS will continue to respond to learning from ongoing inspection and internal scrutiny processes. Emergent themes focused on areas for improvement will be provided to schools through internal support and challenge activity:- intensive, targeted or universal approaches.

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## 8. Background reading/external references

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- 8.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 8.2 Currie Primary School and Nursery Class Summarised Inspection Findings (SIF) is available on the Education Scotland website at:  
<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3111>
- 8.3 Juniper Green Primary School and Nursery Class Summarised Inspection Findings (SIF) is available on the Education Scotland website at:  
<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3111>

- 8.4 Edinburgh Secure Services (Howdenhall and St Katharine's) Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#)

## **9. Appendices**

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- 9.1 Appendix 1- Currie Primary School and Nursery Class Inspection Report
- 9.2 Appendix 2 – Juniper Green Primary School and Nursery Class Inspection Report
- 9.3 Appendix 3 - Edinburgh Secure Services (Howdenhall & St Katherine's) Inspection Report
- 9.4 Appendix 4 - Echline Primary School Follow-through Report
- 9.5 Appendix 5 – Longstone Primary School Follow-through Report
- 9.6 Appendix 6 – Prestonfield Primary School Follow-through Report

8 November 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Currie 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.

Staff work well together to create a calm, inclusive environment across the school and nursery. They work well together to ensure that they build positive nurturing relationships with children.

- Children who are polite, well-mannered and show respect and care towards each other. They are fully involved in the life of the school and are confident in identifying areas they would like improved.
- The positive way staff are implementing learning through play at P1 and P2.
- The consistent approach to effective learning and teaching across the school through which children's wellbeing and learning needs are well met.

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

- Staff across the school and nursery need clearer direction from senior leaders on how to demonstrate the progress children are making in their learning.
- Staff in the nursery and P1 should work more closely together to ensure continuity in learning across the early level.
- Senior leaders should support staff in the nursery to improve the planning of learning that allows individuals to be sufficiently challenged.
- Staff should continue to work with the local authority to understand more fully how to record and document actions taken in line with Edinburgh City Council's policy on safeguarding.

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 Currie 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>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), 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>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Securing children's progress</b>	<b>satisfactory</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>	

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

<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=2282>

### 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.

Sadie Cushley  
HM Inspector

29 November 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Juniper Green 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 solution-focused and positive approach of school and nursery staff in managing change and the impact of COVID-19. They have embraced the challenges presented to them and worked together creatively to make worthwhile changes to practice.
- The highly effective leadership of the headteacher and senior leaders in empowering staff and securing improvement. They ensure that innovative approaches to learning, teaching and health and wellbeing are leading to better outcomes for children.
- The dedication of all staff in creating an ethos of nurture and achievement, where children and adults feel valued and respected. The wellbeing of the whole school and nursery community is central to the work of all staff.
- Consistently high quality learning and teaching across the primary and nursery classes. Children benefit from exciting and relevant learning experiences across the curriculum.
- The sector leading approaches to teaching children about equality and diversity. Children are articulate and very knowledgeable about their rights, and the rights of others in society. They have a secure understanding about fairness and equity and demonstrate the 'Juni Way' in their respectful interactions with each other and with adults.

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

- As planned, continue to develop approaches to using assessment information to ensure that all children across the nursery and primary classes can make the best possible progress.

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 Juniper Primary School and Nursery Class

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

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>very good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
<b>Securing children's progress</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>	

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

<https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=3111>.

### 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.

Lesley A Allan  
HM Inspector



20 December 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Edinburgh Secure Services (Howdenhall & St Katharine's Special School). During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- Partners provide valuable learning experiences that enable young people to participate in a range of sporting and physical activities.

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

- As a matter of urgency, local authority officers and senior leaders need to improve the quality of learning, teaching and assessment.
- The local authority and staff should take appropriate steps to improve young people's attendance and engagement with their learning.
- Senior leaders and staff need to plan better what young people will learn. In doing so, they must ensure that young people engage in learning activities which build on what they already know. Teachers should also improve approaches to measuring young people's progress with their learning.
- Senior leaders and staff need to improve young people's attainment and achievement.
- The service need to develop a high quality broad general education. They should develop learning pathways which support young people to develop their skills in literacy and numeracy.

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

## Here are Education Scotland's evaluations for Edinburgh Secure Services (Howdenhall & St Katharine's Special School)

Quality indicators	Evaluation
<b>Learning, teaching and assessment</b>	<b>unsatisfactory</b>
<b>Raising attainment and achievement</b>	<b>weak</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

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

[Reports page](#) | [Inspection reports](#) | [Education Scotland](#)

### What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with The City of Edinburgh Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with The City of Edinburgh Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

David M<sup>c</sup>Kellar  
HM Inspector

## Echline Primary School and Nursery Class post-inspection visit by City of Edinburgh Council, October 2022

In September 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Echline Primary School and Nursery Class. Following the inspection, in November 2019, Education Scotland published a letter outlining the following areas of improvement that were identified:

### Areas for Improvement

- 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.

The following evaluations were achieved within each of the core quality indicators.

### Education Scotland's evaluations for Echline Primary School and Nursery

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

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

### The post-inspection visit

In order to report on progress, a team of council officers visited the school during the week beginning 26<sup>th</sup> September 2022. The team consisted of an Early Years Quality Improvement Education Officer and two Quality Improvement Education Officers for schools. Over the one day visit, the nursery and 10 primary 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: pupils P3-P4, pupils P5-P7, teaching staff and nursery practitioners.

## Findings of the visit: progress with areas for improvement

- ***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.***

### Strengths/progress made

In the nursery class, there are opportunities for both child-initiated and adult-initiated learning. Practitioners support children to engage in their learning through effective commenting and questioning. Skilled interactions support children with additional support needs to access learning opportunities appropriate to their interests and needs.

The learning environment in the nursery offers a variety of open-ended experiences, particularly outdoors. The new staff team is reflective and engaged in evaluating experiences and spaces.

The acquisition of skills across the nursery cohort is very varied, and staff are skilled in identifying and supporting children who are at an early stage in their learning.

In the primary school, almost all classes use learning intentions and success criteria; in the majority of these classes, these link to the skills which children are learning

In most classes, children can articulate what they are learning and how to be successful in their learning.

The school have made some effort on developing their knowledge of effective differentiation in the classroom.

### Next steps/continue to

The nursery should continue to develop choices for children in their learning environment, and to improve consistency of quality across indoors and outdoors.

Children in the nursery have opportunities to apply their skills, staff should now look to develop this further to enable greater challenge in the children's learning.

In the nursery, observations show that the staff team are recognising significant moments of learning. Further work is needed to develop consistently high-quality observations across the team, and, through responsive planning processes, to use these effectively to support learning.

The school should continue to embed a consistent approach to the use of AiFL strategies. The consistent use of open-ended questioning techniques will help to ensure appropriate pace and challenge for pupils.

In the primary classes, greater focus should be given to developing a consistent approach for children to clearly understand the skills they are developing and what they need to do to improve further, for example through target setting.

## Appendix 4

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

The nursery environment offers opportunities to develop and apply literacy and numeracy skills, and these are well-used by children. Observations demonstrate that practitioners focus on aspects of literacy and numeracy in their interactions with children.

In the primary school, the staff have engaged in a range of professional learning opportunities linked to developing skills in literacy. This has enabled a more consistent approach across the school in the teaching and assessing of literacy. The school have developed a progressive approach to the teaching of writing which will continue to support the raising of attainment and achievement in this area. The impact of “Teaching Children To Listen” professional learning was visible in the majority of classes, helping children to engage in their learning.

Staff have developed more consistent, whole school approaches to tracking and monitoring which has helped to monitor the progress in all children’s learning and to track the impact of interventions.

### **Next steps/continue to**

Staff planning across stages and in trios has improved consistency, supporting with the moderation of learning and teaching. The school should continue to develop opportunities to moderate across the learning community in order to gain greater consistency and confidence in professional judgement.

For some children, COVID has had a negative impact upon attainment, but the school are now prioritising addressing gaps in learning and should continue to focus on raising attainment 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.***

A significant partnership for nursery is the introduction of Forest Kindergarten. The staff team have embraced this change and have made a positive start, working with the Forest Kindergarten team to build strong links between the two settings. The staff team are welcoming families back into the setting with the lifting of covid restrictions, and local partnerships support the development of the garden area.

During the pandemic the school made progress in the use of digital technology to support with the communication of children’s learning. This has continued with the successful use of weekly Sways which has been positively evaluated by parents

### **Next steps/continue to**

Work on this identified priority has been impacted by the pandemic. The school are now beginning to rekindle links with parents, partners and the local community to enhance the school’s curriculum and provide opportunities for children’s wider achievement.

There are opportunities for pupils’ greater use of digital technologies across the school to

## Appendix 4

support and extend pupils' learning. The Empowered learning project will help support with the development of this.

### **Conclusion**

The Quality Improvement Education team found that Echline Primary and Nursery had made progress in all three areas highlighted by Education Scotland in 2019. The Quality Improvement Education Officers for the school and the 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 reports at the end of each session.

**The City of Edinburgh Council**  
**Follow Through Report**  
**Longstone Primary School and Nursery Class**  
**September 2022**

**Background**

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 and carers about 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.

In September 2022, a team of Quality Improvement Education Officers, representing the nursery and primary sectors, visited Longstone Primary School and Nursery Class. They visited classes and they worked closely with the Head Teacher, the senior leadership team and wider staff to evidence the progress and improvements which the school had made.

**Report**

During the inspection visit in 2020, Education Scotland evaluated the school and nursery class as follows:

## School

<b>Quality Indicator</b>	<b>Evaluation</b>
2.3 Learning, Teaching and Assessment	Satisfactory
3.2 Raising Attainment and Achievement	Good

## Nursery Class

<b>Quality Indicator</b>	<b>Evaluation</b>
Learning, Teaching and Assessment	Satisfactory
Securing Children's Progress	Satisfactory

The four areas for improvement identified during the Education Scotland inspection visit, which took place in February 2020, are as follows, and this report covers progress relating to each one in turn.

- Continue to raise attainment in literacy, particularly in listening and talking; and in numeracy, giving greater emphasis to information handling and problem solving.
- Develop further how staff in the school and nursery class assess children's progress and use the information more effectively to plan children's learning.
- Build consistency in high quality learning experiences for all children in the primary classes, ensuring that time for learning is maximised. In the nursery class, review the structure of the day for 2-3 year old children, to support further their overall wellbeing and development.
- Increase the scope for all members of the school community, in particular staff and children, to contribute to school improvement by taking on leadership opportunities.

**Area for development 1: Continue to raise attainment in literacy, particularly in listening and talking; and in numeracy, giving greater emphasis to information handling and problem solving.**

Strengths

Attainment in literacy has shown improvements since last session, with the majority of learners from P1-P7 now achieving expected levels, including 69% in writing.

An improved forward planning system for literacy and numeracy has been adopted, which now ensures consistent use of progression pathways by teachers, and differentiated planning by all teachers. A new annual plan also enables balance and coverage across all curriculum areas.

The introduction of termly strategic planning meetings in cross stage or level collaborative teams has increased teacher knowledge of progression within and across a level.

The school has participated in the Live Literature Author in Residence Programme, which has contributed towards the raised attainment in writing for targeted year groups (P6, P7), and has increased motivation in writing, which could be seen during class visits and was also articulated by pupils during the visit.

The school has strengthened its use of Additional Support for Learning liaison meetings to ensure that the planning and evaluation of effective universal and targeted supports is efficient and effective. Continued high quality supports include Word Boost, Social Skills Groups, Read Write Inc, IDL, Word Hornet, Fine motor skills/sensory circuits, and nurture.

In the nursery, some practitioners were using open ended questions and commentary to support and extend learning.

All staff in the nursery have begun Hanen professional learning, which will support high quality interactions and increase progress within communication and literacy.

Next steps

The school should continue to further develop and deliver high quality learning and teaching that involves more pupil participation and opportunities for learners to be independent in their own learning.

Within the nursery, staff should continue to review their environments both indoors and outdoors to ensure that there is a wide range of responsive and familiar, and exciting new play opportunities allowing the children to follow their own ideas and interests.

**Area for development 2: Develop further how staff in the school and nursery class assess children's progress and use the information more effectively to plan children's learning.**

Strengths

In the nursery, staff have adopted a more responsive approach to planning and are now capturing some significant learning within observations. This is supporting practitioners to assess children's progress and then plan for children's learning and next steps more effectively.

A variety of formative Assessment for Learning strategies were observed in most lessons visited across the school.



## Appendix 5

All teachers are more confident in their use of the Support for Learning trackers to support their understanding of pupils' progress, and staff are gaining confidence and capacity in their analysis of Scottish National Standardised Assessments and other standardised data.

Staff are beginning to plan assessments across a stage/level when forward planning, as evidenced and recorded in the strategic planning meeting pro-forma.

### Next steps

The school should now look at how to maximise opportunities for regular robust teacher feedback and pupil feedback during lessons.

A consideration of how to increase formative assessment opportunities through skilled use of questioning (e.g. open-ended/higher order) would be of benefit across the school and the nursery.

The school should continue to plan assessments across a stage or level when forward-planning to ensure maximum progression in learning.

In the nursery, continuing to review planning approaches will ensure consistency and maximise impact on children's learning outcomes .

**Area for development 3: Build consistency in high quality learning experiences for all children in the primary classes, ensuring that time for learning is maximised. In the nursery class, review the structure of the day for 2-3 year old children, to support further their overall wellbeing and development.**

### Strengths

In the nursery the children are happy and settled. Interactions are consistently warm and supportive, and children benefit from nurturing relationships with the staff team.

In some classes, there was use of a range of activities to allow learners to receive teacher input and support, and to work independently and in pairs or groups on relevant tasks, which at times were differentiated effectively.

Since the implementation of revised policies for Additional Support for Learning, Positive Behaviour, and Writing, greater consistency in the strategies used by staff is evident.

The nursery have reviewed their environments for each age group, and this is supporting the younger children.

### Next steps

To develop consistent use of learning intentions and success criteria across the school, so that all learners are able to articulate the purpose of their learning and the skills and knowledge that they are developing.

In continuing to re-build post-covid routines with classes, strive to maximise learning time by ensuring that pupils are in the classroom and ready to learn, and provided with appropriate pace and challenge from the outset of a lesson (for example, purposeful starter activities where appropriate)

## Appendix 5

The nursery would benefit from reviewing the transitions at the start and the end of the sessions to support continuity in learning and wellbeing and enable further parental engagement. Within the routines of the day, practitioners should explore further opportunities for the children to develop learning, independence skills and build their confidence in real life contexts e.g. lunchtime.

**Area for development 4: Increase the scope for all members of the school community, in particular staff and children, to contribute to school improvement by taking on leadership opportunities.**

### Strengths

A few staff are leading on whole school improvement priorities (e.g. Planning and spelling, and decolonising the curriculum, Home link/parental engagement, and nurture)

Pupils are proud to be part of the school community and report that they feel valued by the adults in the school.

Pupils are increasingly being given opportunities to lead other pupils in wider achievement activities, through clubs for younger pupils (e.g. athletics, pokemon, Arts and crafts), and they spoke positively about the pupil council.

Pupils feel meaningfully involved in school improvement, as evidenced in the Positive Relationships Policy survey results.

In particular, the programmes of events led by House Captains such as Children in Need, Comic Relief, Sports Day, and Eat Them to Defeat Them, allowed pupils to demonstrate their leadership and organisational skills.

Opportunities for responsibility have been developed across various stages within the school, including P1/2 buddies, P6/7 buddies, P4/5 milk recycling leaders, prefects, P4/7 reading buddies, and the P7 assembly team.

The Early Years Officers are leading within each playroom, building a cohesive team.

Nursery staff are now leading in the delivery of different improvement areas of the School Improvement Plan.

Planning for learning through play within the curriculum in P1 has started this could now be extended across the day using play as a vehicle for learning, allowing greater opportunity for learners to lead the learning.

### Next steps

Continue to extend opportunities for pupil leadership from nursery – P7 (representatives) and expand the number of decision-making groups that pupils can meaningfully participate in.

Consideration should be given on how to ensure that the staff teams work across the nursery. There are also opportunities for children's leadership within the nursery that could then be extended meaningfully into the wider school context.

### **Summary**

The Quality Improvement Education team found that Longstone Primary and Nursery had made progress in all four areas highlighted by Education Scotland in 2020. The Quality Improvement

## Appendix 5

Education Officers for the school and the nursery will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents & carers through the Standards and Quality reports at the end of each session.

## Prestonfield Primary School

### Follow through visit by City of Edinburgh Council 28 September 2022

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield Primary School and Nursery Class. Following the inspection, in August 2019, Education Scotland published a letter outlining the following areas of improvement that were identified:

- 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

The following evaluations were achieved within each of the core quality indicators:

Education Scotland and the Care Inspectorate Evaluation May 2019

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

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

### The Follow-through Visit

In order to report on progress, a team of council officers visited the school and nursery on 28 September 2022. The team consisted of the Early Years Quality Improvement Manager and three Quality Improvement Education Officers. The team carried out joint shared classroom experiences with a member of Senior Leadership Team to six classes, the nursery and observed the Support for Learning Teacher.

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: pupils from P5-7, teaching staff, nursery practitioners and the Parent Council Chairs.

## **Findings of the Visit: progress with areas of improvement**

**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.**

### **Strengths/progress made**

Leadership in the school and nursery is strong and practitioners feel included and empowered and valued. Self-Evaluation is part of everyday practice and is embedded in quality professional discussions leading to continuous improvement. Systems to monitor learning and teaching and to track children's progress are in place and are leading to practitioners developing confidence in demonstrating children's progress over time. High quality interactions and experiences together with practitioners valuing children as individuals is supporting children to lead their own learning. Both outdoors and indoors are nurturing, calm and purposeful learning spaces. Practitioners have worked hard to improve their observation skills and have a clear focus on identifying significant learning. They now have a clear and consistent understanding of how all aspects of the child centred pedagogical cycle work together.

Early level planning and transition information sharing between nursery and Primary One is providing continuity of support for learners.

Prestonfield Assessment Framework has been created and is being implemented across the school. The content of the framework provides staff with clear guidance on how assessments are to be used to support pupil learning by outlining interventions to put in place. Its annual assessment overview is establishing a consistent use of assessments across the school. There has been a clear focus on tracking and targeting interventions at all levels across the school.

Across the school, there is an increased understanding of how assessment is integral for planning and teaching through the framework's rationale which is enabling a consistent approach across each Curriculum for Excellence Level. Staff identified the Assessment Framework makes assessment data easier to access and ensures pupils receive appropriate support.

A recently devised quality assurance calendar is providing transparency of approach and expectations of staff from the recently appointed Senior Leadership Team. Termly wellbeing and attainment meetings are focused on meeting pupil needs through discussions of progress in learning, interventions required, and further partner agency supports. Staff are committed to meeting pupils' needs and use data effectively in their day-to-day practice to allocate support and targeted interventions. Strategy and Support sheets are used across the school to ensure pupils are included and engaged effectively in their learning. A new system for raising concerns about children is being used across the school to meet pupils' changing needs.

The school deploys a coordinated strategic approach to resourcing and deployment of staffing, building shared ownership and capacity. Following training, Pupil Support Assistants are being deployed effectively across the school to meet pupils' needs in their delivery of tailored and targeted group work. Information about how learning needs are met has been shared with parents and carers. This has been welcomed by families.

Fortnightly staff meetings include the opportunity for staff to share their practice and for purposeful professional dialogue focused on improving outcomes for pupils. Teaching staff's engagement in career-long professional learning, linked to the Teachers' Charter, is developing consistency in

## Appendix 6

teaching approaches across the school and the use of assessment tools. Staff feel consulted and listened to. They feel valued and given the opportunity to take on leadership roles.

Pupils commented that their voices were valued and listened to by the Senior Leadership Team.

### **Next steps/continue to**

The Head Teacher has begun weekly meetings using HGIOS themes with pupils to include their voice in school improvement.

### **Improve the consistency in high quality learning and teaching, the quality of children's writing and develop the curriculum for health and wellbeing**

#### **Strengths/progress made**

There were a range of rich experiences to support the holistic development of children's early writing within the nursery. Children's wellbeing underpins the nursery curriculum. Both the nursery and school curriculum reflect the diversity within the community to ensure all pupils' needs are met and all learners are represented.

Across the school, relationships are strong. This supports learners to feel confident that they are able to access personalised support if, and when, required from all staff. There is a calm learning environment across the school in which learners are engaged and motivated in their learning and interact well during activities. The use of inclusive classroom supports was evident across the school. A variety of teaching and learning methods were used to ensure pupils were engaged. Teaching staff included the opportunity for learners to write as part of their teaching and in the learning activities provided. During literacy lessons observed, staff made explicit links in their teaching to how the pupil learning taking place can be used to improve their writing.

In almost all lessons teachers used open-ended questions. Teachers skilfully checked the understanding of pupils throughout the lesson and used formative assessment strategies to assess understanding. Pupils across the school are able to peer and self-assess learning.

Learner conversations that supported pupils to know what was going well, and what their next steps are, was evident in almost all practice observed. This was particularly evident for targeted pupils where tracking and monitoring had identified a concern; providing a consistent approach that included opportunities for learners to engage in feedback, discuss their progress, and identify next steps.

A variety of resources have been put in place to support pupils' wellbeing across the school. There is a co-ordinated approach to outdoor learning which has supported pupils' mental health. Daily emotional check-ins form part of a whole school approach to create a nurturing school. Pupils feel cared for and part of a school community.

### **Next steps/continue to**

The majority of activities were differentiated by ability. Work should continue to ensure able pupils are challenged and given the opportunity to apply and deepen their learning.

## Appendix 6

In some lessons, there were opportunities for pupils to lead their own learning. This has resulted in increased pupil progress and understanding. The school should continue to build on this practice and provide consistent opportunities across the school for pupils to lead their own learning during lessons.

Improved communication with families about local community events and facilities to support health and wellbeing has developed. Links have been established with Active Schools and other community partners. This should continue to be developed.

Staff have identified the need to embed skills in teaching and learning and develop a skills progression aligned with real life contexts.

### Conclusions

The school provided a range of evidence which demonstrates the change/progress they have made. This change is shown in the self-evaluation gradings shown below detailed in the School's Standards & Quality Report (June 2022). The school and nursery has made significant progress with all of the identified areas for improvement. Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience.

Self-evaluation gradings, Prestonfield Primary School Standards & Quality Report (June 2022).

Quality Indicator	Quality Indicator Value School	Quality Indicator Value Nursery
<b>Leadership of Change</b>	GOOD	VERY GOOD
<b>Teaching, Learning &amp; Assessment</b>	GOOD	GOOD
<b>Wellbeing, Equality &amp; Inclusion</b>	GOOD	VERY GOOD
<b>Raising Attainment &amp; Achievement</b>	GOOD	GOOD