

# Sub-Committee on Standards for Children and Families

10.00am, Wednesday 25 September 2019

## Newcraighall Primary School Follow Through

Item number  
Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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

**Alistair Gaw**

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## Newcraighall Follow Through

### 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. City of Edinburgh Council visited Newcraighall two years after the inspection to write a follow through report based on the progress and improvements made since the inspection.
- 2.3 Education Scotland letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.
- 2.4 CEC Follow Through (Appendix 3) advises the Sub-committee on the progress and improvements made since the inspection.

### 3. Background

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- 3.1 In September 2018, a team of Quality Improvement Education Officers, representing nursery and primary visited Newcraighall Primary School and Nursery Class. During their visit they engaged with focus groups of children and they worked closely with the Head teacher, her senior management team and all staff to evidence the progress and improvements which the school had made.

### 4. Main report

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

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

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

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

The school should continue to encourage all staff to share practice and ensure good practice is further embedded. The SMT should ensure that Sharing Classroom Practice is included termly in the Quality Improvement Calendar.

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

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

4.5 In the nursery planning for learning takes account of children's views and interests. The layout and resources have been reorganised, with underlying understanding of appropriate learning experiences being promoted by staff, and children's work prioritised. There is free-flow from indoor and outdoor areas and this is fully embedded. Staff make good use of observations from children problem-solving. Open-ended resources and sensory opportunities have now extended to allow children possibilities for exploratory play experiences.

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

4.7 **The school is at the early stages of developing a clear vision for the curriculum. Staff should continue to improve the curriculum to ensure the learning needs and entitlements of all children are met.**

- 4.8 Staff have worked collaboratively to agree progression in writing and are using the benchmarks to support teacher professional judgement. Moderation at school and cluster level has supported this process.
- 4.9 The head teacher, support for learning teacher and class teachers meet to discuss learner progress and identify and agree targeted interventions to support children with specific needs or gaps in their learning. A range of targeted interventions are used by the support for learning teacher, predominantly in classes, to help meet learner needs. This includes working with a range of groups within the class. More frequent tracking of progress should be used to evaluate effectiveness of interventions and if appropriate changes made to better support learners.
- 4.11 The school should continue to focus on consistent approaches in learning and teaching to ensure children understand where they are in their learning and their next steps.
- 4.12 The Quality Improvement Education team found that Newcraighall Primary School had made progress in all the four areas highlighted by Education Scotland in May 2017. The QIEOs for the school and nursery will continue to work with the Head teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality report at the end of each session

## **5. Next Steps**

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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.

## **6. Financial impact**

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

## **7. Stakeholder/Community Impact**

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

## **8. Background reading/external references**

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8.1

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

## **9. Appendices**

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9.1 Appendix 1 Education Scotland letter and evaluations

9.2 Appendix 2 Summary of Inspection Findings

9.3 Appendix 3 Follow Through Report on progress and improvements made since the inspection

17 May 2016

Dear Parent/Carer

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

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

**How well do children learn and achieve?**

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

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

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

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

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

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

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

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

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

This inspection found the following key strengths.

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

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

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

### **What happens at the end of the inspection?**

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

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

Susan Gow  
HM Inspector

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

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

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

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

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

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

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

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Learners' experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

Nursery class

<b>Improvements in performance</b>	<b>good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

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

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>weak</b>

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

<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>very good</b>
<b>Quality of management and leadership</b>	<b>adequate</b>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

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

## **Nursery class**

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

### **Requirements**

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

Timescale:- by 31 May 2016

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

Timescale for meeting this requirement: By 11 March 2016.

### **Recommendations**

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

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

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

National Care Standards early education and childcare up to the age of 16  
Standard 3: Health and wellbeing  
Standard 14: Well-managed service.

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

National Care Standards early education and childcare up to the age of 16  
Standard 3: Health and wellbeing.

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

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

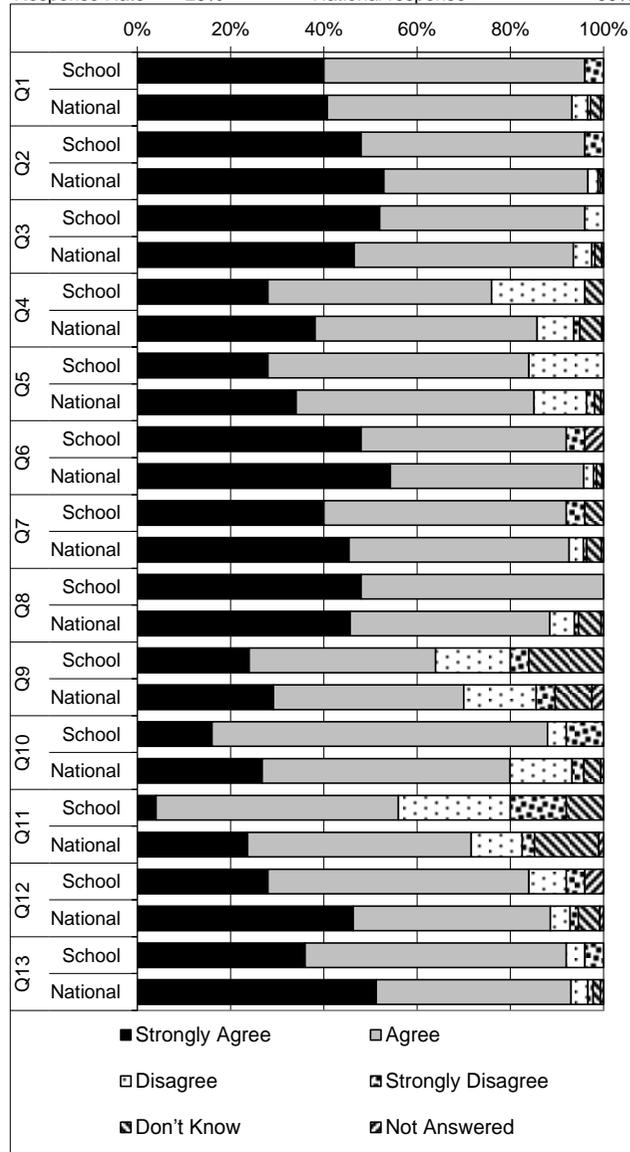
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/NewcraighallPrimarySchoolEdinburghCity.asp> ;and

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

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

## Parent Questionnaire Summary

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

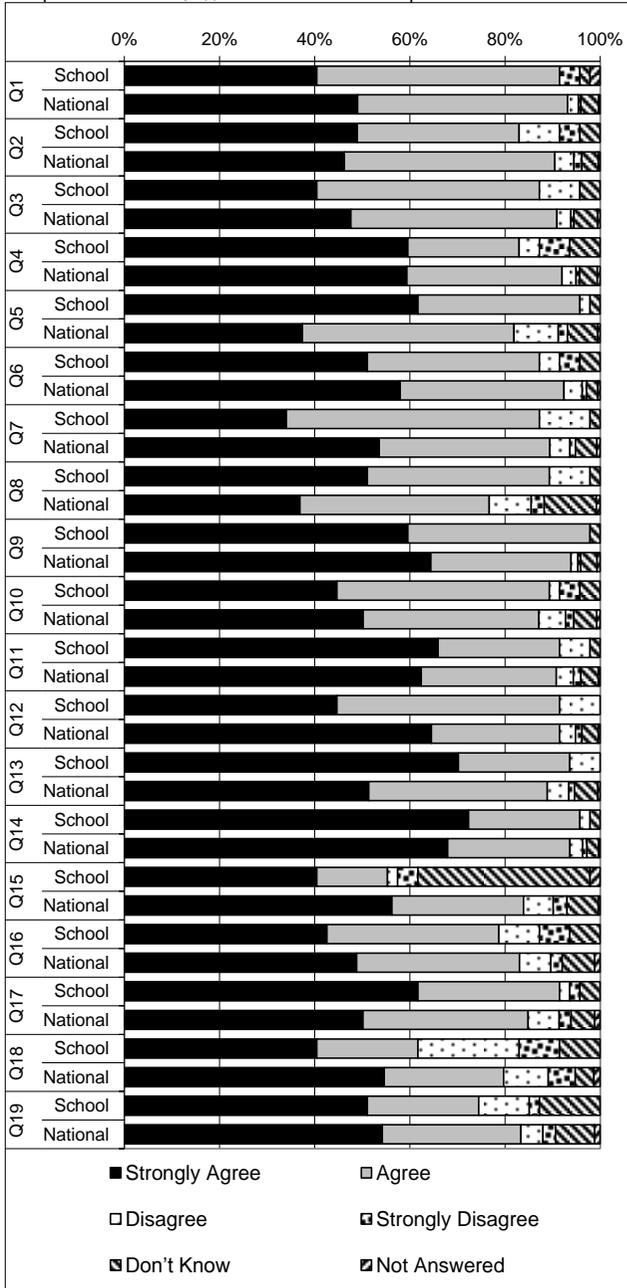


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	40%	56%	0%	4%	0%	0%	96%	4%
Q2	My child enjoys learning at school.	48%	48%	0%	4%	0%	0%	96%	4%
Q3	My child's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

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

# Pupil Questionnaire Summary

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



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

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

27 June 2017

Dear Parent/Carer

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

In May 2016, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and The City of Edinburgh Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and parents and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found. The Care Inspectorate inspected the nursery class at the same time and that report will be available at [www.careinspectorate.com](http://www.careinspectorate.com).

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

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

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

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

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

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

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

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

### **What happens next?**

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

Susan Gow  
HM Inspector

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

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## **Appendix 3**

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

#### **1. The inspection**

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

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

The following areas for improvement were identified:

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

An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.

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

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

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

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

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

School plans are evaluated annually by staff and progress discussed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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