

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources & People Services)

SUBJECT: Inspection of Stoneyhill Primary School and Nursery Class
by Education Scotland

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Stoneyhill Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note that as a result of the very good quality of education provided by the school, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
 - (iii) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 Stoneyhill Primary School and Nursery Class was inspected in January 2013 by Education Scotland and a report was published in March 2013.
- 3.2 The report noted that the particular strengths of the school were:
- Children who are very well motivated and supported to succeed.
 - Children's progress across a range of curricular areas.
 - A rich and varied curriculum enabling children to experience high quality learning.
 - The leadership shown by the headteacher and the staff team in securing improvements for children.
- 3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Continue to improve the school and nursery class.

3.4 As a result of this excellent inspection on 25 April 2013 the school enjoyed a ministerial visit by Dr Alasdair Allan MSP, Minister for Learning, Science & Scotland's Languages.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 The inspection of Stoneyhill Primary School and Nursery Class (Appendix 1)

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DATE	12 August 2013

19 March 2013

Dear Parent/Carer

**Stoneyhill Primary School and Nursery Class
East Lothian 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 we 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 children's progress in mental mathematics and recent changes to how handwriting is taught. We also looked at the work teachers are doing to help them check their assessments of children's progress. 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?

Children in the nursery class are very eager to take part in all activities and are developing positive attitudes to learning. They have good opportunities to play and experiment with a range of materials and equipment indoors and outdoors. Almost all children listen very well at all times and most can express their ideas confidently. They ask good questions and are learning how to take part in conversations. Some children recognise numbers and almost all can name different shapes. There is a need for children to use these developing skills more regularly in their play. There is also scope to help children take more responsibility for their learning by, for example, making more independent choices.

Across the school, children are very actively engaged in their learning and developing a wide range of very good skills. They have a sound understanding of how well they are learning and where they can apply what they have learned in real situations. They work very well in a range of settings, individually or in teams, and are able to make decisions and choices. Children use technology very effectively to support their learning. Almost all children achieve very well in a range of areas. From P1 to P7, children are developing very good skills in mental calculation. They can use different approaches to help them solve mathematical problems and can predict and check their answers. From the early stages, children are encouraged to speak in front of their peers and can do so with confidence. They read and write very well for a range of different purposes. Early indications from the recent changes to handwriting across the school suggest that there are benefits for children's fluency in writing and their spelling. Children are developing a very secure understanding of

a range of health and wellbeing issues such as the need to maintain healthy and active lifestyles. They are making very strong progress across a range of other curricular areas. In science, for example, children's understanding of a range of topics, such as energy, and the impact on their lives is being very well developed. Children are encouraged and supported to show initiative and take on responsibilities across the school. Examples include preparing and leading events for children and parents on behalf of the charities group, as Junior Road Safety Officers or as part of an enterprise challenge. Building on these strengths, there is room to extend children's leadership skills even further, especially at the upper stages.

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

Staff know children very well and are very responsive to their learning needs. They set tasks and activities that are appropriate, and regularly check children's understanding. Staff make very good use of questioning to encourage children to extend their thinking. Children's progress is well tracked across their time in school, allowing staff to identify where children can benefit from additional challenge or support. Staff are developing new ways of enabling you, as parents, to have a fuller understanding of what your children are learning. A commendable example of this is the highly effective child-led parents' evenings. Children are very well supported to move from one stage of learning to another, such as from P7 to secondary.

Teachers work exceptionally well together to develop their shared knowledge and understanding of the curriculum. As a result, they are very focused on what children are entitled to learn and plan a wide range of stimulating topics and activities to make this happen. This is most evident in the primary classes. Staff work with children from what they already know and help them to apply their skills in meaningful, real-life settings. Staff work with a range of partners, including you, as parents, to extend and enrich the curriculum. Commendable examples of this include the school's work with Queen Margaret University and the Friday morning Building Our Stoneyhill Skills (BOSS) clubs.

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

The commitment and ability of staff to continuously improve the quality of their work is a distinguishing feature of the school. The very positive impact of this on children's experiences is evident. Staff make very good use of the wide range of information they collate about the school's progress. They have recently introduced a web-based approach to managing this information and are using it very effectively. Working with children and yourselves, as parents, staff regularly evaluate what they do and make changes accordingly. A recent example has been the change to Friday morning activities. The headteacher is a very strong leader who promotes the reflection, collective responsibility and innovation that are evident in the staff team. She has managed the pace of curriculum change exceptionally well and, working with staff, uses her skills to support development in the Musselburgh cluster and across the authority. An example of this is the lead currently being given by Stoneyhill school staff in checking and confirming teachers' assessments of children's progress. Stoneyhill Primary School is very well placed to continue to deliver high quality education.

This inspection found the following key strengths.

- Children who are very well motivated and supported to succeed.
- Children's progress across a range of curricular areas.
- A rich and varied curriculum enabling children to experience high quality learning.
- The leadership shown by the headteacher and the staff team in securing improvements for children.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Increase the pace of planned improvements in the nursery class.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. This is the work currently being led by the school within the Musselburgh cluster. As a result we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Joan Mackay
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StoneyhillPrimarySchoolEastLothian.asp>.

If you would like to receive this report 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 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?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Stoneyhill Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

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

The curriculum	excellent
Improvement through self-evaluation	excellent

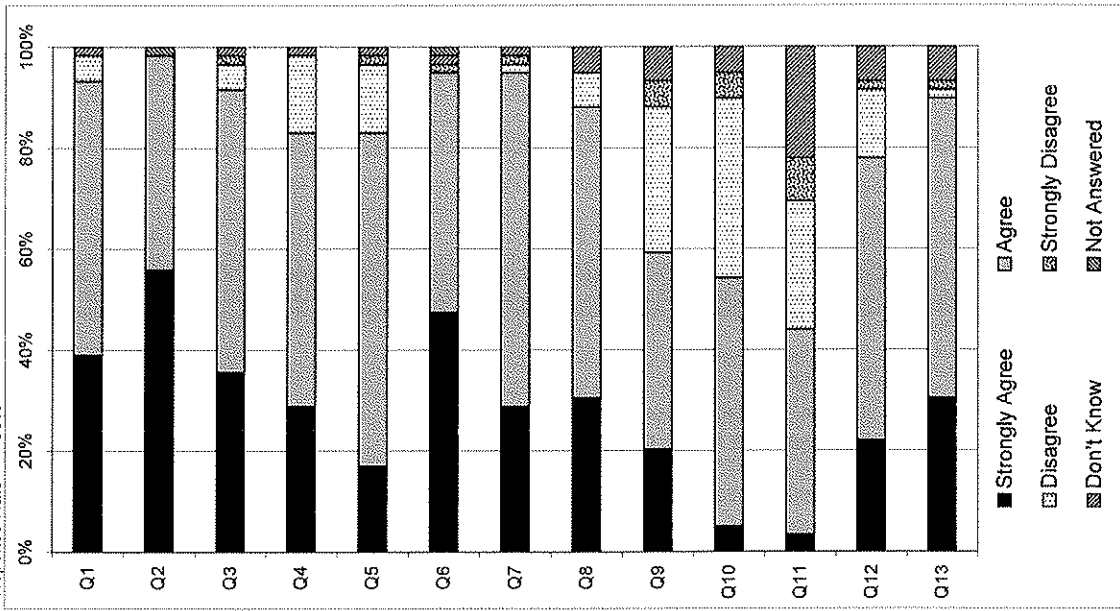
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StoneyhillPrimarySchoolEastLothian.asp>.

¹ *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

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 Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 150
 Quest. Input 59
 Response Rate 39%

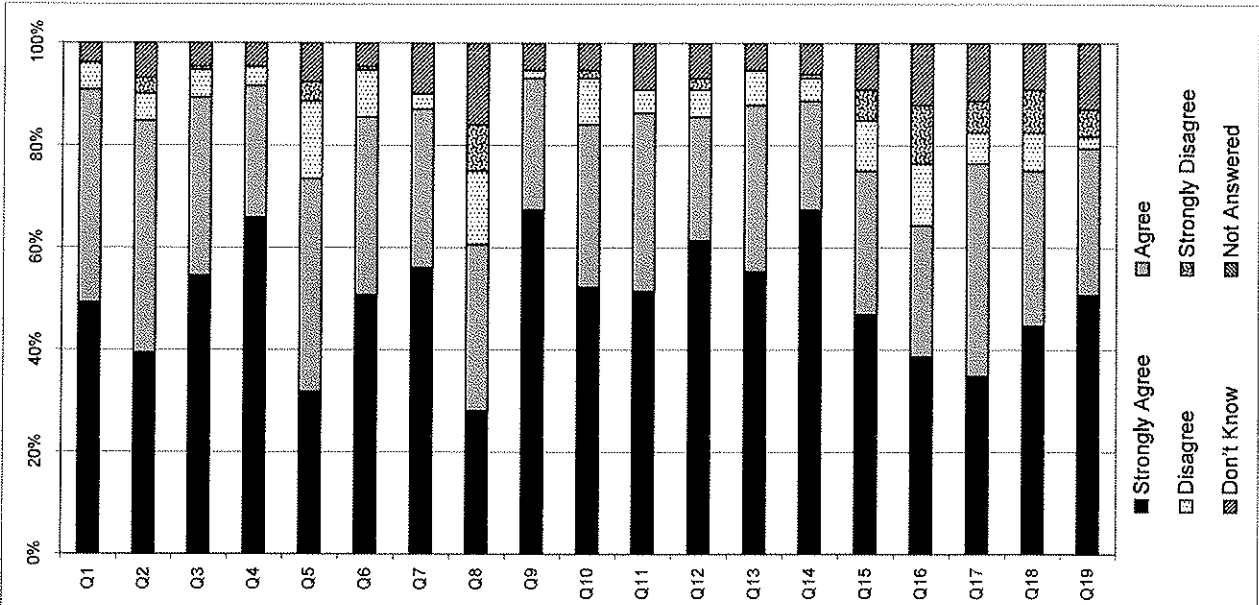


Question	Strongly Agree	Agree	Not Answered	Strongly Agree & Disagree
Q1	39%	54%	0%	93%
Q2	56%	42%	0%	98%
Q3	36%	56%	0%	92%
Q4	29%	54%	0%	83%
Q5	17%	66%	0%	83%
Q6	47%	47%	0%	95%
Q7	29%	66%	0%	95%
Q8	31%	58%	0%	88%
Q9	20%	39%	0%	59%
Q10	5%	49%	0%	54%
Q11	3%	41%	0%	44%
Q12	22%	56%	0%	78%
Q13	31%	59%	0%	90%

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

Pupil Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 135
 Quest. Input 132
 Response Rate 98%

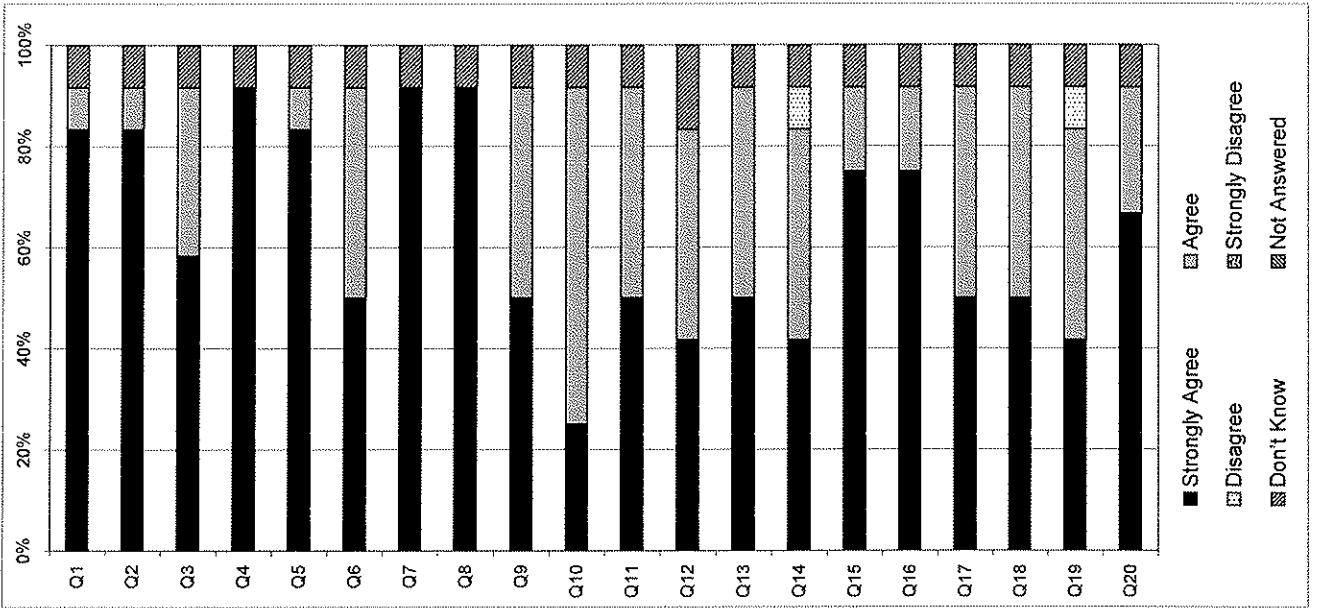


Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Agree & Disagree
Q1	49%	42%	5%	0%	4%	0%	91%	5%
Q2	39%	45%	5%	3%	7%	0%	85%	8%
Q3	55%	35%	5%	1%	5%	0%	89%	6%
Q4	66%	26%	4%	0%	5%	0%	92%	4%
Q5	32%	42%	15%	4%	8%	0%	73%	19%
Q6	51%	35%	9%	1%	5%	0%	86%	10%
Q7	56%	31%	3%	0%	10%	0%	87%	3%
Q8	28%	33%	14%	9%	16%	0%	61%	23%
Q9	67%	26%	2%	0%	5%	0%	93%	2%
Q10	52%	32%	9%	2%	5%	0%	84%	11%
Q11	52%	35%	5%	0%	9%	0%	86%	5%
Q12	61%	24%	5%	2%	7%	0%	86%	8%
Q13	55%	33%	7%	0%	5%	0%	88%	7%
Q14	67%	21%	5%	1%	6%	0%	89%	5%
Q15	47%	28%	10%	6%	9%	0%	75%	16%
Q16	39%	26%	12%	11%	12%	0%	64%	23%
Q17	35%	42%	6%	6%	11%	0%	77%	12%
Q18	45%	30%	8%	8%	9%	0%	75%	16%
Q19	51%	29%	2%	5%	13%	0%	80%	8%

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

Teacher Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 15
 Quest. Input 12
 Response Rate 80%



Item	Percentage %									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Agree & Strongly Disagree	Disagree & Strongly Disagree	Strongly Agree & Strongly Disagree
Q1	83%	8%	0%	0%	8%	0%	0%	0%	0%	0%
Q2	83%	8%	0%	0%	8%	0%	0%	0%	0%	0%
Q3	58%	33%	0%	0%	8%	0%	0%	0%	0%	0%
Q4	92%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Q5	83%	8%	0%	0%	8%	0%	0%	0%	0%	0%
Q6	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q7	92%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Q8	92%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Q9	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q10	25%	67%	0%	0%	8%	0%	0%	0%	0%	0%
Q11	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q12	42%	42%	0%	0%	17%	0%	0%	0%	0%	0%
Q13	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q14	42%	42%	8%	0%	8%	0%	0%	0%	0%	0%
Q15	75%	17%	0%	0%	8%	0%	0%	0%	0%	0%
Q16	75%	17%	0%	0%	8%	0%	0%	0%	0%	0%
Q17	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q18	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q19	42%	42%	8%	0%	8%	0%	0%	0%	0%	0%
Q20	67%	25%	0%	0%	8%	0%	0%	0%	0%	0%

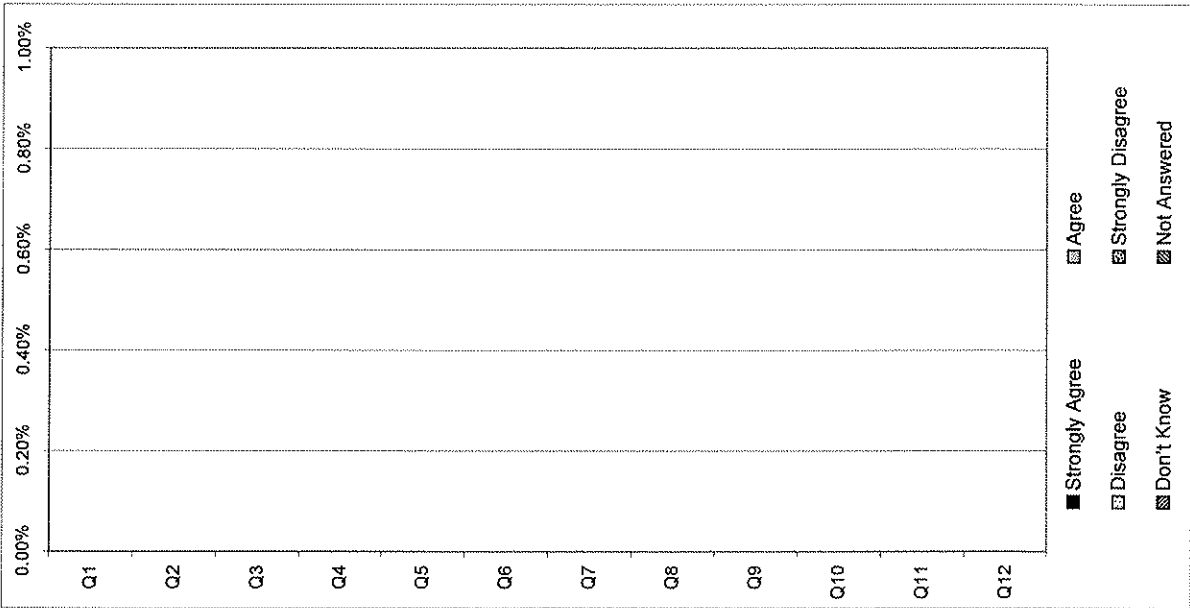
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name: Stoneyhill Primary School
 SEED Number: 5555728
 Quest. Issued: 13
 Quest. Input: 9
 Response Rate: 69%

Fewer than 10 responses received therefore the data has not been published.



Question	Percentage %					Not Answered
	Strongly Agree	Disagree	Strongly Disagree	Agree	Don't Know	
Q1	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%

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

DISCLOSURE CONTROL APPLIED

Nursery Staff Questionnaire Summary

Centre Name Stoneyhill Primary School

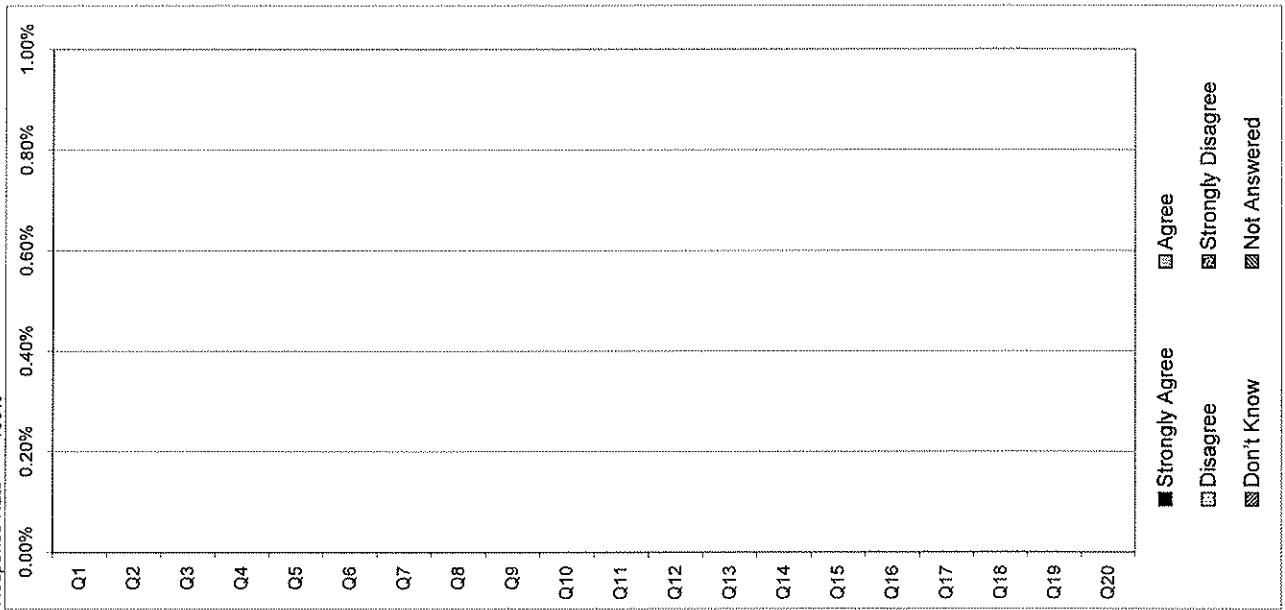
SEED Number 5555728

Quest. Issued 3

Quest. Input 3

Response Rate 100%

Fewer than 10 responses received therefore the data has not been published.



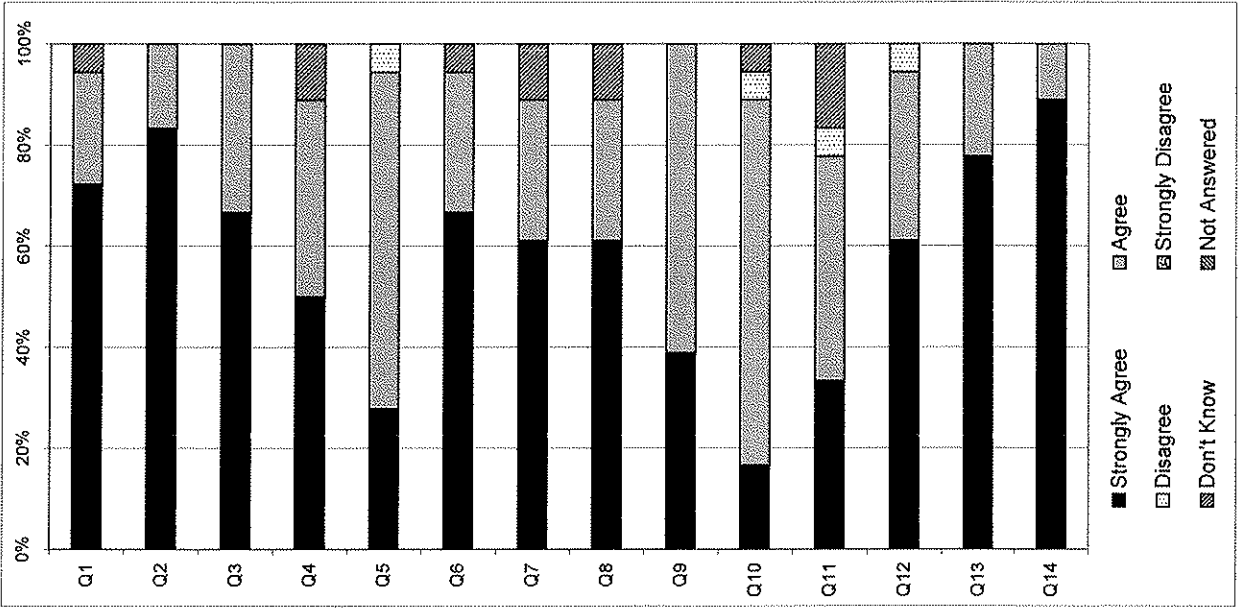
Question	Percentage %						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%	0%	0%
Q15	0%	0%	0%	0%	0%	0%	0%
Q16	0%	0%	0%	0%	0%	0%	0%
Q17	0%	0%	0%	0%	0%	0%	0%
Q18	0%	0%	0%	0%	0%	0%	0%
Q19	0%	0%	0%	0%	0%	0%	0%
Q20	0%	0%	0%	0%	0%	0%	0%

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

DISCLOSURE CONTROL APPLIED

Nursery Parent Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 45
 Quest. Input 18
 Response Rate 40%



Question	Strongly Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	72%	0%	0%	6%	0%	0%
Q2	83%	0%	0%	0%	0%	0%
Q3	67%	0%	0%	0%	0%	0%
Q4	50%	0%	0%	11%	0%	0%
Q5	28%	0%	0%	0%	0%	0%
Q6	67%	0%	0%	6%	0%	0%
Q7	61%	0%	0%	11%	0%	0%
Q8	61%	0%	0%	11%	0%	0%
Q9	39%	0%	0%	0%	0%	0%
Q10	17%	0%	0%	6%	0%	0%
Q11	33%	0%	0%	17%	0%	0%
Q12	61%	0%	0%	0%	0%	0%
Q13	78%	0%	0%	0%	0%	0%
Q14	89%	0%	0%	0%	0%	0%

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

Stoneyhill Primary School, East Lothian

Stoneyhill Primary School and Nursery Class serves an area covering west Musselburgh. The school roll is 288. Inspectors noted the following features of the school's work which contributed to an evaluation of 'excellent' for Quality Indicator 5.1.

Evaluations take account of the context of the school and these features are just part of the overall approach the school takes to improving young people's learning experiences and achievements.

The curriculum

Across the school staff have developed active learning experiences and plan interdisciplinary learning and teaching activities which increasingly involves children across all stages. They have taken careful account of how all four contexts for learning can be used in balance when planning children's learning. Children were involved at an early stage of curriculum development in giving feedback on what makes good learning.

Planning is collegiate and children's prior knowledge and specific areas of interest are very well used to plan sequences of learning and teaching. Mind-mapping techniques have been introduced and are ensuring all children can contribute to planning the curriculum using a preferred style.

The school's approach to interdisciplinary learning has been very successful in enabling children to make connections between areas of learning. There is a focus on learning transferable skills which are subsequently applied and assessed in Challenge Weeks. Staff have been actively encouraged to innovate within the context of Curriculum for Excellence to enhance the delivery of the curriculum. The headteacher has very effectively empowered staff to take leading roles in developing aspects of Curriculum for Excellence such as reviewing planning. This results in staff who are developing sector-leading practice and are willing and able to share this with cluster and authority colleagues. The school is taking a lead role in the implementation of an electronic planning and tracking system. This has involved staff in delivering in-house, cluster and authority training. Along with the technical aspects of the programme, this includes raising an awareness of all aspects of planning.

Teachers are very confident in their use of different assessment approaches. Approaches to moderation are sector-leading. Led by the headteacher, staff have developed a practice for moderation in the school that is now being put in place across the Musselburgh cluster.

Staff plan a broad range of opportunities for children and are confident in their use of Curriculum for Excellence Experiences and Outcomes to plan for children's learning. In the nursery, weekly planning is available for parents to see. Across the school, published schemes are used thoughtfully and with a purpose. Teachers select

activities and use content from a variety of sources, increasingly drawing on real-life resources. They provide opportunities for children to apply learning from one discipline in another. Literacy, numeracy and health and wellbeing are well embedded across learning in other curricular areas. A very clear programme is in place to deliver all of the Experiences and the Outcomes for health and wellbeing. Staff involve external partners who can make a specific and relevant contribution to learning in this area. The headteacher is taking steps to begin a review of existing programmes for the delivery of relationships, sexual health and parenthood. Children are receiving the national expectation of two hours of quality physical education each week.

Children have very good opportunities to use information and communications technology to practise and consolidate their learning and also to be creative, using animation software. Science is being well developed in school and within a cluster plan. Children have opportunities to develop their knowledge of concepts and scientific literacy through a wide range of scientific topics.

Children are gaining confidence through their expressive arts experiences in, for example, drama and music. The skills and expertise of the visiting drama teacher are well used to develop children's skills and understanding. For example, applying aspects of learning in health and emotional wellbeing and Scottish history through drama. Children in P6 and P7 learn French and this language development continues into secondary. The school places a focus on the Scottish dimension in their interdisciplinary and social studies work. Staff provide children with appropriate challenge in their technologies work. For example, P5 children created shadow puppets and theatres in groups as part of their Light and Sound topic.

There is a comprehensive religious and moral education programme. This is supported by the local minister who comes into school to support the Christianity component and religious observance.

The school uses a wide range of partnerships very well to support and enhance a wide range of curricular areas. These include parents, local authority staff such as sports coordinators and safety officers, organisations such as Film Council and people in the community such as local Musselburgh based services and businesses and staff and students from Queen Margaret University.

The Building Our Skills at Stoneyhill, clubs which have a focus on skills for life and skills for work, are delivered in partnership with parents. The schools makes very good use of residential experiences and visits to relevant places to support learning. The school has reviewed its approach to homework to bring in more creative and open-ended tasks.

http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf