

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of Gullane Primary and Nursery Class by
Education Scotland

1 PURPOSE

- 1.1 To report to Committee on the inspection of Gullane 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 the content of the Action Plan (Appendix 2).
 - (iii) Note that as a result of the 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.
 - (iv) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 Gullane Primary School and Nursery Class was inspected in June 2014.
- 3.2 The report noted that the particular strengths of the school were:
- The motivated, engaged and happy children.
 - The leadership of the Head Teacher and the teamwork shown by staff in taking forward school improvement.

- The contribution made by parents to their school and in linking their school to its community.
- The effective links formed by the school with local and wider community partners to extend and enrich children's experiences.

3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Review arrangements for recording and sharing children's individual progress in the nursery to ensure they achieve as highly as they can.
- Across the school, continue to develop higher expectations of attainment in all curriculum areas.

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 Gullane Primary School and Nursery Class Inspection Report September 2014.

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DATE	16 September 2014

23 September 2014

Dear Parent/Carer

**Gullane 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 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 how well the school develops partnerships with parents. We also looked at how well children engage with their learning and how well teachers support them in doing so. 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 learn and achieve well in your school. However, there are some important aspects that require further development, particularly in the nursery. Children in the nursery are settled and happy. They are able to select activities and resources both inside the nursery and outdoors. However, they need more opportunities to become independent learners and to follow their own interests. Children in the nursery need to be consulted more about what they would like to learn and about how they feel their learning is progressing. These discussions need to be recorded in a way that can be shared with parents. In the primary stages, children feel safe and well cared for. They believe the school listens to their views and they have a voice. Their motivation towards their learning is high, especially where it is structured to allow them to express themselves and they have to think creatively. Children reflect on their learning in their learning logs. These logs now need to be more consistently focused on what children do well and what they need to do to improve. This would allow parents to be more aware of their children's strengths and next steps through sharing the learning logs. Children benefit from strong community links. For example, a local hotel and world-renowned chef work with the children to organise an annual charity dinner.

Almost all children are making appropriate progress in developing their literacy and numeracy skills. Their achievements are noted, valued and celebrated. The school has identified that many children could be progressing more quickly and further with their learning and should continue with its plans to take this forward. In the nursery class, children listen well and are confident in conversation. Almost all older children can recognise and write their names. Children show their understanding of numbers through counting during play activities, including as part of nursery routines. For

example, children count how many pieces of fruit to have at snack time. Nursery children now need to apply their literacy and numeracy skills more, both indoors and outdoors. In the primary stages, children are making good progress with developing their literacy skills. They talk well and have a good understanding of how to talk in different situations. Children have responded positively to the new approach to the teaching of reading and express greater personal enjoyment. For many, enjoying reading has improved their progress with writing. Children write well in your school. In developing their mathematics and numeracy skills, children are making most progress when their learning is linked to real-life situations and they can see the purpose of what they are learning. They are responding to the school's focus on developing basic numeracy skills which is then allowing them to progress in developing their mathematical understanding. Children are making good progress in developing positive attitudes towards their own health and wellbeing. They benefit from a wide range of opportunities to develop sound habits for life. The school now needs to take forward its plans to monitor and track children's progress in all curriculum areas to ensure they all attain as highly as possible.

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

Across the nursery and primary stages, relationships are warm and respectful. This helps staff know your children as individuals. Expectations of what children can do could be higher. In the nursery, staff observe children's learning to inform their planning. This now needs to be more systematic and a common approach developed for all nursery observations. This will ensure that individual children's learning is more appropriately challenging, especially for the younger children. In the primary stages, teachers match learning to most children's needs. However, across the nursery and primary stages, children could be challenged more in their learning and so achieve more. The school works well with partners to support children's learning. They have effective links with external services and agencies such as their educational psychologist. This helps the school plan appropriately for children who have additional needs in their learning. Parents are welcomed into school to work in classrooms and assist with excursions. For some parents, the school needs to provide more regular information on what their children are doing and how they can support their children's education.

Children across the nursery and primary stages enjoy a broad and balanced range of experiences from all curriculum areas. In the nursery, children's learning is enhanced by visits out of the nursery, such as to the Botanical Gardens and visitors into the nursery. Nursery staff now need to ensure a better balance between children's free play and planned activities. Planning with colleagues in the primary early years' classes would support children as they move from nursery into P1. In the primary stages, parents have provided productive links to enhance learning for children. For example, cricket has been developed well through such a link. Good planning and community links have supported the provision of the national expectation of two hours of high-quality physical education for all the children. Teachers now need to focus their planning more consistently on what children will be learning and how they will know they have been successful in that learning. Children are increasingly central to such planning. This ensures learning is more relevant to them and increases their motivation further. There are well-managed transitions between the primary stages. The strong links with North Berwick High School ensure that initiatives such as the

cluster residential experience give children a supportive introduction to new classmates and staff as part of their primary-secondary transition.

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

The headteacher has shared her strong vision for the school very well, ably supported by the principal teacher. She has encouraged staff to take on greater leadership opportunities and responsibilities. They, in turn, have responded positively and express high levels of satisfaction in how they and their contributions are valued. The Parent Council has supported the school very well. For example, they have supported the development of better lines of communication. They have linked the school to the Gullane community very effectively such as through their work in developing the Gullane Sports Development Trust. The pupil parliament has had success in developing the playground and reviewing school lunch provision. Such success suggests that children could now be involved more in contributing to improving their curriculum and the learning and teaching they experience.

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

This inspection found the following key strengths.

- The motivated, engaged and happy children.
- The leadership of the headteacher and the teamwork shown by staff in taking forward school improvement.
- The contribution made by parents to their school and in linking their school to its community.
- The effective links formed by the school with local and wider community partners to extend and enrich children's experiences.

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

- Review arrangements for recording and sharing children's individual progress in the nursery to ensure they achieve as highly as they can.
- Across the school, continue to develop higher expectations of attainment in all curriculum areas.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvements. Our Area Lead Officer will work with East Lothian Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Alasdair Eadie
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/GullanePrimarySchoolEastLothian.asp>

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**East Lothian
Council**

EDUCATION & CHILDREN'S SERVICES

Appendix 2

**INSPECTION BY THE HM INSPECTORS,
EDUCATION SCOTLAND**

OF

Gullane Primary School

June 2014

ACTION PLAN

September 2014

Gullane Primary School was inspected in June 2014 and HM Inspectors, Education Scotland, published a report in September 2014. This was a joint Care Inspectorate Inspection.

The school and the education authority have prepared an action plan indicating how they will address the main points for action contained in the HM Inspectors, Education Scotland, and the Care Inspectorate report.

HM Inspectors main point for action:

Review arrangements for recording and sharing children's individual progress in the nursery to ensure they achieve as highly as they can.

School action plan:

To address this area we will:

- Review paperwork across the nursery class.
- Ensure that all revised systems and paperwork include all nursery pupils i.e. pre-school and ante pre-school. Records kept from the point of entry into the nursery class.
- Put in place revised systems to record key learning information for individual pupils.
- Put in place revised systems to record general information about pupils.
- Put in place revised systems to record key milestones in learning.
- Put in place revised systems to record key steps in learning to care for self.
- Put in place a revised system to record planning and learning in floor books and learning logs.

We have now reviewed and revised the above and systems have been put in place and are being monitored. We will evaluate effectiveness at three key points in the session and amend/revise as required.

HM Inspectors main point for action:

Across the school, continue to develop higher expectations of attainment in all curriculum areas.

School action plan:

To address this area we will:

- Continue to track and monitor children's attainment to ensure that all children make effective progress through their needs being met.
- Continue to hold professional discussions about pupil progress and continue to develop a growth mind set within our school.
- Continue to use an agreed range of formative and summative assessments.
- Use of professional learning sessions to develop staff understanding in outstanding formative assessment.

- Use of professional learning sessions to develop effective use of learning logs and floor books.

We continue to make very good progress with this recommendation and will continue with this work throughout the session.

The Care Inspectorate's key requirement for action:

Requirement 1

In order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210. Regulation 4 (1)(a)(d) Welfare of Users. The provider must make proper provision for the health, welfare and safety of Service users.

In order to achieve this the Provider:

- Must ensure that each child has a care plan and this is reviewed regularly.

Timescale: within 6 months of this report.

This requirement takes account of National Care Standards Early Education and Childcare up to the age of 16: Health and wellbeing and Improving the Service.

School action plan:

To address this area we will:

- The revised paperwork and systems for recording learning and progress will allow us to develop individual care plans in line with the above requirement.

This requirement is in progress and will be monitored by head teacher and staff team.

The Care Inspectorate's key requirement for action:

Requirement 2

In order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210. Regulation 4 (1)(a)(d) Welfare of Users. The provider must make proper provision for the health, welfare and safety of Service users.

In order to achieve this the Provider:

- Must ensure that all children have an up-to-date permission slip and this is stored with the medication.
- Keep a log of all medication kept on the premises, including expiry dates.

Timescale: within 1 month of this report.

This requirement takes account of National Care Standards Early Education and Childcare up to the age of 16: Health and wellbeing and Improving the service.

School action plan:

To address this area we will:

- Ensure all medication in the nursery class is channelled through the main school office where a key member of staff will ensure paperwork is completed including expiry dates.

This requirement has been achieved.

The Care Inspectorate's key recommendation for action:

Recommendation 1

We recommend that the nursery review the planning for all children in the nursery. Next steps should be identified and children should be supported to reach their full potential.

National Care Standards for Early Education and Childcare up to the age of 16.

Standard 4 - Engaging with children

Standard 5 - Quality of experience.

School action plan:

To address this area we will:

- Review paperwork across the nursery class.
- Ensure that all revised systems and paperwork include all nursery pupils i.e. pre-school and ante pre-school. Records kept from the point of entry into the nursery class.
- Put in place revised systems to record key learning information for individual pupils.
- Put in place revised systems to record general information about pupils.
- Put in place revised systems to record key milestones in learning.
- Put in place revised systems to record key steps in learning to care for self.
- Put in place a revised system to record planning and learning in floor books and learning logs.

This recommendation is in place and being monitored.

The Care Inspectorate's key recommendation for action:

Recommendation 2

We recommend that each area of the playroom is sufficiently set up to allow children to independently access a varied range of resources.

National Care Standards for Early Education and Childcare up to the age of 16.

Standard 4 - Engaging with children
Standard 5 - Quality of experience. 3

School action plan:

To address this area we will:

- Continue to develop the range of resources in our nursery setting.
- Review the layout of space within the nursery class and consider variations in area set up.

This recommendation is in place and being monitored.

The Care Inspectorate's key recommendation for action:

Recommendation 3

We recommend that the head teacher supports staff to improve the outcomes for children. She should regularly audit the quality of planning and information held on each child.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard 12: Confidence in staff Standard 13: Improving the service Standard 14: Well-managed service.

School action plan:

To address this area we will:

- The head teacher has reviewed and revised all paperwork used to record nursery pupil progress and aspects of significant learning.
- The head teacher has led staff sessions on planning, floor books and learning logs and how these support staff and pupils.
- The head teacher has held professional learning sessions with nursery staff and will continue to do so throughout this and future sessions.

This recommendation is in place and being monitored.

A more detailed plan of action for the school can be found in the school's improvement plan.

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17 September 2014

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Punjabi

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Polish

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Chinese

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Bosnian

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Albanian

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