

**REPORT TO:** Education Committee

**MEETING DATE:** 20 November 2018

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Education Scotland Inspection of Pinkie St Peter's Primary School and Nursery Class

---

## **1 PURPOSE**

- 1.1 To report to Committee on the Education Scotland inspection of Pinkie St Peter's Primary School and Nursery Class.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
  - (ii) Note the content of the Summary of Inspection Findings (SIF) (Appendix 2).
  - (iii) Congratulate the Head Teacher and staff on a positive inspection and on the good practice identified by Inspectors.
  - (iv) Note that as a result of the inspection findings Education Scotland is confident that the school has the capacity to continue to improve. Inspectors will make no further visits to Pinkie St Peter's Primary School in connection with this inspection. East Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

## **3 BACKGROUND**

### **Inspection model**

- 3.1 The inspection team used How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Pinkie St Peter's Primary School and Nursery Class.

- 3.2 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of inspection using a six-point scale ranging from excellent to unsatisfactory:

HGIOS?4:

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

HGIOELC?:

- 1.3 Leadership of change
- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children's Progress
- 3.1 Ensuring Wellbeing, Equality and Inclusion

- 3.3 A further QI is chosen by the school. This enables school staff and inspectors, together, to focus on a particular area of the school's work related to its current context, with the aim of bringing about improvement through professional dialogue. The QI chosen by the school is not evaluated using the six-point scale. Pinkie St Peter's Primary School chose QI 2.4 Personalised Support. Inspectors provided positive feedback to the school in relation to this aspect of the school's work.
- 3.4 At the end of the inspection process, the outcomes are published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provides a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work. This is published along with the summary of inspection findings (SIF). The SIF is a professional report and summarises the findings from all the evidence gathered during the week of the inspection. This document is intended to be used by staff in progressing school improvement.

### **National Improvement Framework**

- 3.5 As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 1.3, 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported on an annual basis by the Scottish Government, with the next report due to be published in December 2018.
- 3.6 Pinkie St Peter's Primary School and Nursery Class was inspected in September 2017. A letter to parents and carers summarising the key findings was published in June 2018. All of the quality indicators were evaluated as **good** with the exception of QI 3.1 Ensuring wellbeing, equality and inclusion which was evaluated as **very good** in the primary stages. In the nursery class all the quality indicators were evaluated as **good**.

- 3.7 Following the inspection, the areas for improvement identified in the report are being taken forward through the School Improvement Plan. Progress with the identified areas for improvement will be reported to parents and carers through the school's Standards and Quality Report and Parent Council forum.

#### **School Review Validated Self-evaluation (VSE) visit**

- 3.8 As part of its statutory duties to secure adequate and efficient provision of school education, the Local Authority, working with the school, carried out a School Review (VSE) visit. A copy of the report is attached (Appendix 3). School Review (VSE) reports are provided to Education Scotland as part of the inspection process.

### **4 POLICY IMPLICATIONS**

- 4.1 None.

### **5 EQUALITIES IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

### **6 RESOURCE IMPLICATIONS**

- 6.1 Financial - None  
6.2 Personnel - None  
6.3 Other - None

### **7 BACKGROUND PAPERS**

- 7.1 Education Scotland report on Pinkie St Peter's Primary School and Nursery Class Report (Appendix 1), Summary of Findings (Appendix 2) and School Review (Appendix 3).

<b>AUTHOR'S NAME</b>	David Scott
<b>DESIGNATION</b>	Quality Improvement Officer
<b>CONTACT INFO</b>	Tel: 01620 827620 or e-mail – <a href="mailto:dscott2@eastlothian.gov.uk">dscott2@eastlothian.gov.uk</a>
<b>DATE</b>	7 November 2018



19 June 2018

Dear Parent/Carer

In September 2017, a team of inspectors from Education Scotland visited Pinkie St Peter's Primary School and Nursery Class. During our visit, we talked to parents/carers and young people and worked with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

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

- Strong relationships exist between staff and children across the school and nursery, which are based on shared values.
- In the nursery, children are motivated and confident and are able to make choices about their play, particularly outdoors. Across the primary stages, children are committed to and proud of being part of their school community.
- The committed staff team, led by the headteacher, work well together in their goal to secure positive outcomes for children. Wellbeing is central to the whole school community, and staff provide a nurturing learning environment where children receive effective support.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Lothian Council.

- Increase the opportunities for children to be more active and independent in their learning.
- Continue to improve attainment, ensuring that the pace and challenge of learning meets the needs of all children.
- Continue to develop the opportunities for leadership at all levels to support school improvement. Increase the scope for all members of the school community, including parents, partners and children, to be involved in discussions about aspects of the life and work of the school.

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 Pinkie St Peter's Primary School and Nursery Class

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

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

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-lothian/5550521>

### **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. East Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Charles Rooney  
HM Inspector





# Summarised inspection findings

**Pinkie St Peter's Primary School Nursery Class**

East Lothian Council

19 June 2018

## Key contextual information

From May 2015, Levenhall Nursery School was accommodated within Pinkie St Peter's Primary School under the leadership of the school's headteacher. Since August 2017, the nursery school has been re-designated as Pinkie St Peter's Primary School Nursery Class and provides early learning and childcare (ELCC) for children aged 3 - 5 years.

The setting is registered for 50 children in morning and afternoon sessions. At the time of the inspection, the roll was 75.

### 1.3 Leadership of change

good

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

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

- The vision, values and aims of the school are shared with the nursery class. Practitioners within the nursery bring these to life in a way that is meaningful to young children. The nurturing and respectful ethos demonstrates the values in action. When reviewing the vision, values and aims, consultation, with all stakeholders will be important. This will ensure they continue to reflect the provision of ELCC within the school community.
- The setting reports that all senior managers take responsibility for the nursery. Currently, there are three nursery teachers deployed to the setting over the period of a week. We would suggest that this is reviewed to provide greater consistency to the team. It would be helpful for clear roles and remits to be identified to ensure a coherent approach and clear strategic guidance for the nursery practitioners. Observations of learning and teaching are carried out by senior managers to support nursery teachers in their practice. There will be benefit in extending this to all practitioners to support continuous improvement for all.
- Practitioners undertake professional learning to build knowledge and support their practice. As a result, practitioners were able to demonstrate how this had positively impacted on children's learning. This included woodland visits and a project to support children's skills in using balance bikes.
- Practitioners are aware of the priorities within the school improvement plan that directly affect the nursery. Together, with nursery teachers, they discuss the progress being made. As demonstrated as part of the inspection, practitioners are motivated and committed to improvement. They see the benefit of having a role in leading change and being involved in decisions that affect them including shaping the school improvement plan. However, they have had limited involvement in self-evaluation activity using How good is our early learning and childcare?. They engage informally with each other to discuss what is working well in their daily activities and what could be improved. Practitioners will benefit from regular opportunities to evaluate their work using tools appropriate to ELCC. There will be benefit in the team considering how they will look, inwards, outwards and forwards as part of a continuous improvement cycle.

- While a few practitioners are taking responsibility for specific areas, there is scope to strengthen distributed leadership by recognising and maximising the skills and expertise of all practitioners within the nursery class.

## 2.3 Learning, teaching and assessment

good

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

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

- Children come to nursery motivated to explore the range of interesting and stimulating experiences. Most, confidently make choices and decisions about their play and benefit from opportunities to flow freely between indoors and outdoors. They engage well and can sustain an interest in spontaneous play situations as well as adult-directed activities. The open-ended play opportunities outdoors, enable children to develop their independence and creativity. Practitioners recognise that children will benefit from increased use of open-ended resources and natural materials indoors.
- Positive relationships are evident between practitioners and children. As a result, most children are happily settled into the nursery. Children who are new to the setting are provided with effective and sensitive support to help them make the transition from home to nursery. Children are observed to be valued and respected. Their views are listened to and acted upon. This includes children making decisions about resources within specific areas of the nursery and the development of the garden.
- Practitioners interactions are warm and caring. They are responsive to children and support them very well during play. Their skilled interaction and use of questions to scaffold children's learning is supporting children very effectively.
- During the inspection the use of digital technology to support learning was limited. Children access a digital library where they listen to familiar stories. Computers and interactive whiteboards are available, however, were not used regularly during the inspection. Practitioners recognise this is an area for improvement. We discussed with staff ways to increase the use of digital technology to support learning and teaching.
- The setting has correctly identified that the process for observation, planning and assessment requires to develop further. We discussed with nursery teachers, ways to streamline this process to be more coherent.
- Planning is becoming more responsive to children's ideas and interests. However, observations of children's learning as they play are limited and are often focused on activities and experiences. A sharper focus on learning will enable practitioners to identify more clearly, relevant next steps in learning for individual children. Practitioners may find it useful to make use of resources on the National Improvement Hub, particularly in relation to developing observation skills. Monitoring of forward plans has identified the need for practitioners to ensure differentiation when planning for children's learning and assessment. They are now taking steps to address this. It will be important to take account of children's prior learning, particularly for those who are returning for a second year in nursery.

- Children's skills within literacy and numeracy and more recently health and wellbeing are being tracked. Practitioners should now consider how they will use this information more effectively to improve planning and children's learning.
- We have asked practitioners to consider ways to give children greater ownership of their learning. Consideration should be given to developing an effective tool that enables children to reflect on and talk about their learning. This will also support children to talk to practitioners about what they might learn next. This tool should also be able to demonstrate the progress children are making over time.

## 2.2 Curriculum: Learning and development pathways

- Practitioners have begun to use a recently introduced curriculum framework provided by East Lothian Council. The curriculum within the nursery is firmly based on play and active learning. The balance of adult-directed and child-led experiences supports children's confidence, independence and enables them to lead their play. Literacy, numeracy and health and wellbeing feature highly within curriculum planning. As a team, there will be benefit in revisiting the seven design principles of Curriculum for Excellence. This will support practitioners to reach a shared understanding of how these principles influence planning and the evaluation of learning. Increasingly, floorbooks are being used to demonstrate children's involvement and learning in relation to a specific context. We discussed with staff ways to develop these books further to demonstrate children's depth of learning and experiences across the curriculum.
- All practitioners take responsibility for developing literacy and numeracy across the curriculum. This is evident through interactions and experiences in both the outdoor and indoor environments. As recognised, opportunities for children to learn through real-life contexts within their community or through visits could be increased. This will promote and develop skills for learning and life and an awareness of the world of work.
- The recent development of individual personal plans is enabling practitioners to engage with parents to gather information on children's prior experiences. This has not yet been completed for all children. We discussed with practitioners ways to involve children in this process.
- Transition arrangements for children settling into the nursery are managed sensitively to meet the needs of children and families. Children are involved in a range of school events. This is helping children to become familiar with the school environment. As children move onto primary 1, assessment information is shared with teachers to support continuity and progression. As identified, increased collaborative working across the early level will further support continuity in the curriculum.

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

- Practitioners have created a welcoming and nurturing atmosphere for families. The team work well with families to provide appropriate support. Parents to whom we spoke to during the inspection spoke highly of the practitioners finding them caring and approachable. Parents help with issuing story book sacks as a home link resource. Parents attend the nurture group both for individual support and targeted parenting groups.
- To develop children's early awareness of the world of work, a few parents/grandparents have given their time to share their experiences. Practitioners are keen to encourage other parents to share their experiences. Visits to the local community, for example the local park, are made possible with the willing support of parents and carers. Building stronger links with the wider community is a priority of the setting. This will support them to build on the relationships already in place and integrate opportunities for learning partnerships across the curriculum.
- The setting has parents evening twice a year to discuss children's progress. Parents also receive communication through newsletters, texts and digital technology. As discussed, practitioners should look at ways to improve the communication with parents in order to share achievements and keep parents informed about their children's progress and what they can do to support it.
- There are opportunities for parents to engage in their child's learning. This includes 'stay and play' sessions and involvement in supporting their children during specific physical activities.

## 2.1 Safeguarding

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



### 3.1 Ensuring wellbeing, equity and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There are strong caring relationships in the setting and the wellbeing of children is paramount. Practitioners know each child well. They model a restorative approach to children promoting positive behaviour. Children are beginning to use the language of this approach to resolve conflicts. They use a wide range of appropriate materials like puppets to discuss with children the importance of feelings. They speak and listen to children in an inclusive way which helps them to feel valued and included. Practitioners work effectively with parents in a variety of ways both individually and in groups to support their children's wellbeing. Parents and children attend the nurture group to receive individualised appropriate support which has had a positive impact on their lives. Parents we engaged with during the inspection spoke very positively about the high level of support they have received.
- Practitioners have a shared understanding of wellbeing. In the playrooms and outside, practitioners are beginning to incorporate the wellbeing indicators in relevant activities. Practitioners are planning to continue to introduce all of the wellbeing indicators by tying each of the indicators to a 'Superhero'. They now need to continue this work further to help parents to develop an awareness of the wellbeing indicators. Practitioners should also consider ways to encourage the children to be aware of their rights by promoting the United Nations Convention on the Rights of the Child (UNCRC). This could be implemented in conjunction with the continuing development of the wellbeing indicators.
- Practitioners are aware of their responsibilities in relation to statutory studies. There is detailed planning using the local authority staged intervention process for children with additional support needs. Almost all individual plans are effectively monitored and reviewed to ensure each child makes appropriate progress. However, as appropriate, the contents of these plans should be made more widely accessible to all practitioners in order to ensure that relevant interventions are carried out consistently. As identified within the Care Inspectorate report June 2017, all practitioners should ensure that personal plans are established for each child within 28 days of starting the service. As yet, these plans are not fully embedded into practice. All new children to the setting now have a personal plan. However, those children returning to the setting still require to have personal plans created. The setting has organised, in the near future, dates for meetings with parents to establish these. As discussed, practitioners should involve children in planning meaningful targets.
- Practitioners are proactive in seeking appropriate help at an early stage from other agencies for children with additional support needs. Positive partnership working with other agencies has been established to support children within the setting. Practitioners have used information and guidance from other professionals to better meet the needs of all children,

particularly in language and communication. Practitioners have also attended appropriate external training, such as working with children with autism spectrum disorder, in order to ensure they have the skills they need to support all their children.

- Inclusion and equality is promoted throughout the work of the setting. Practitioners are ensuring in a developmentally appropriate way that children have a growing awareness of gender equality. They have a clear understanding of the families that attend the setting and how this influences the work they do. To build on this information, there would be benefit in maximising the use of available data to further support early intervention.

### 3.2 Securing children's progress

good

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

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

- Evidence from observing children's learning and play, individual trackers and speaking with children and practitioners suggests that most children are making good progress in their learning
- In health and wellbeing children are making good progress in their learning. The culture of the setting supports children to be aware of their feelings and emotions. Children are developing an awareness of sharing and understand what it means to take turns during their play. Most children are familiar with the nursery routine. They are developing their physical skills well during gym sessions and outdoor play. Children have an appropriate awareness of how to keep healthy. A few children can describe the effect exercise has on their bodies. A range of interesting experiences supports the development of fine motor skills. Children's early leadership skills could be developed further through a wider variety of tasks such as risk assessors.
- Children are making good progress in early literacy. Most are confident to engage in conversations with adults. Most listen well during story/group time. They talk about events and characters in stories. There is scope to develop and deepen children's higher order thinking skills during story time. Most children mark-make using a variety of media in different contexts. A few children explore letter sounds in their name and can identify other words beginning with the same sound. Most children are beginning to identify their name. A few can identify the names of some others.
- In numeracy and mathematics, children are making good progress, with a few children making very good progress. They develop their counting skills naturally through play and nursery routines. A few count forwards and backwards from different starting points. Most children recognise 2D shapes and explore more complex shapes through their play. Most use appropriate mathematical language as they explore natural materials and everyday objects during outdoor play. Children are beginning to develop skills in information handling as they display the result of a survey on favourite colours. As recognised, children will benefit from increased opportunities to develop their awareness of money through real-life opportunities.

- Through specific learning contexts and outdoor learning children are developing early science skills. This includes experiments with colour, planting and growing and learning about wildlife.
- While trackers are in place and used to demonstrate what children have achieved, these alone did not provide sufficiently robust evidence to demonstrate the progress children were making over time.
- Practitioners use praise appropriately and consistently to recognise children's achievements. They are supported to develop positive self-esteem through the vision of 'I think, I will, I can'. Celebrating achievements is important to the setting. Children are encouraged to share their achievements when in nursery and from home.
- A supportive and inclusive ethos exists within the setting. Practitioners are aware of families different, cultural, socio-economic and linguistic backgrounds. Where barriers to learning may exist, practitioners are responsive to ensure appropriate early interventions.

## Setting choice of QI: 2.4 Personalised support

- **Universal support**
- **Targeted support**
- **Removals of barriers to learning**

- Practitioners know children and their families well and are sensitive to their needs. They work together effectively as a team to consider children's needs. Increasingly, they match learning activities and resources to the age, needs and abilities of individual children. They now need to consider appropriate learning targets for individual children in consultation with the children. This will consolidate the children's view of themselves as learners who make progress. These learning targets should build on prior learning and be reviewed and evaluated as part of the personal planning process. This should include parents and children. Practitioners have a good understanding of the wellbeing indicators. It will be important for them to continue to develop children's awareness of the indicators through meaningful activities.
- Practitioners are very committed and keen to develop their skills by taking part in professional learning to ensure that they are able to support the children in the best possible way. They work within a staged intervention approach to provide support for children who require targeted intervention. They identify needs timeously and are proactive in delivering agreed support strategies in consultation with other professionals. Practitioners involve parents from an early stage and they ensure that effective partnerships are sustained. Parents benefit from support from the nurture setting both individually and in groups.
- Practitioners work closely with key partners to remove barriers to learning and provide an inclusive, nurturing and learning environment. They should continue with their plans to work closely with other relevant partners such as health visitors. Practitioners have close relationships with families which allow them to be responsive to the family circumstances of all children. They should continue to ensure that they communicate with those parents who are not at the setting frequently so they are able to support them to help remove any barriers to learning, for example, as discussed, evening workshops.

## Explanation of terms of quality

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

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

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

# School Review Visit Record

## Appendix 3

Establishment	Pinkie St Peters	Cluster: Musselburgh
<b>HGIOS 4 Leadership and Management</b>		
<b>1.3 Leadership of Change</b>	Theme 3 – Implementing improvement and change	
<p>How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?</p> <p>How effective are the school's approaches to planning for continuous improvement?</p> <p>How does the school ensure a continued focus on improvements in outcomes for learners?</p> <p>To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?</p>	<p>There is a positive welcoming ethos within the school where staff feel valued and motivated to bring about change</p> <p>The vision for the school is ambitious and focuses on improvements for all in the school community. It is well supported by the school leadership team have worked hard to motivate and inspire others to sustain a collective commitment to continuing school improvement. All staff are committed to change which is starting to impact on improvements for learners. This, however, has been a challenge to the team due to significant staff absence and other factors. Nevertheless, there has been a change in mindsets within the school community. There is clear ownership of the vision, values and aims of the school which have been shaped by the context in which the school is based. There is strong ethos of professional learning and collegiate working which is starting to lead to improved outcomes for children. These are visible across many aspects of the school and are embedded in policy, guidance and practice and there is clear evidence that the school is on a sound footing to move forward more rapidly in future.</p> <p>Senior leaders have started to create the conditions for creativity. Practitioner enquiry forms a regular feature of approaches to continuous improvement. This can be seen in the individual and collaborative projects which staff are undertaking, e.g. Play on Pedals, Making Thinking Visible. This has been supported by a Scottish Government improvement advisor. She is supporting staff to reflect on their professional learning and the impact of this development work.</p> <p>The school plans to develop MTV more widely next session. Every member of staff has been trained. The school will provide in-service sessions- this will be led by two members of the teaching staff. Using the methodology and strategies encapsulated by MTV provide a sound basis to develop the pupil voice supporting children to structure ideas and thoughts more effectively and reflect on their learning.</p> <p>The Senior Management Team are clear on the school's strengths and areas for development and it is using this information to create a rationale for future improvement.</p>	

	<p>The overarching aim for school improvement is to raise attainment and achievement. The methodologies utilised to realise this aim is clearly articulated through a driver diagram which has been shared across the school community.</p> <p>The school has set ambitious targets for raising attainment . This work is underpinned by the secondary drivers which are the 4 main priorities drawn from the SIP.</p> <p>The school uses a range of approaches to quality assurance to inform improvement work.</p> <ul style="list-style-type: none"> <li>• Moderation is undertaken over two weeks in the session</li> <li>• SMT review and respond to forward plans</li> <li>• Audit written work</li> <li>• Shared classroom practice. This usually has a specific focus. The feedback is generally very positive but with key points for action.</li> </ul> <p>The School improvement plan is firmly linked to the NIF.</p> <p>The Positive behaviour policy has had an impact in reducing the number of high tariff incidents. The development of the nurture room has made a significant contribution in this area and pupils are more ready to learn.</p> <p>The school is now looking to improve its work further by:</p> <ul style="list-style-type: none"> <li>• Developing tracking and monitoring- joined up and accessible for staff can use and, would support good professional dialogue</li> <li>• Further development in assessment</li> </ul> <p>In addition to those areas for improvement the school should consider ways in which it can improve outcomes for learners in the middle years in terms of improvement in learning and teaching. The school has a number of strong practitioners, it now needs to consider to best utilise their skills to support the professional development of other colleagues.</p>
--	---

**HGIOS 4 Learning Provision**

<p><b>2.3 Learning, teaching and assessment</b></p>	<p>Theme 1 - Learning and engagement          Theme 2 - Quality of teaching          Theme 3 - Effective use of assessment          Theme 4 - Planning, tracking and monitoring</p>
---	---

<p>How well does the school motivate and engage all learners in all aspects of school life?</p> <p>How well is the school enabling learners to become independent learners and develop the four</p>	<p>The review team sampled a range of lessons from nursery to P7. Overall, 25 episodes of learning were observed and two nursery playrooms visited. In the main, the school has a positive, purposeful and stimulating learning environment.</p> <p>In almost all lessons observed, relationships between children and with staff are very positive. The team observed some strong lessons where questioning was used effectively to motivate learners working together in</p>
---	--



<p>capacities?</p> <p>How consistently do teachers ensure all learners experience activities which are varied, differentiated, active and provide effective support and challenge?</p> <p>How well do teachers communicate the purpose of learning and give effective explanations for all learners?</p> <p>How well do teachers use questioning strategies to enhance the learners' experience and enable higher-order thinking skills?</p> <p>How well do teachers deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?</p> <p>How well does the school apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</p> <p>How well does the school make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</p> <p>How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p> <p>How effective are the school's approaches to involve learners and parents in planning and evaluating learning?</p>	<p>small groups. Overall, most children are engaged well with what they are asked to do by their teachers. In the most effective lessons, children are motivated and engaged through challenging learning activities that match their needs well. The school should consider ways in which the best practice can be shared more widely and lead to increased consistency in high quality learning and teaching. In this connection, the school's self-evaluation has correctly identified the following aspects for continued focus.</p> <ul style="list-style-type: none"> <li>• <b>Use feedback effectively and consistently across the school to inform and support progress in learning.</b></li> <li>• <b>Extend the use of differentiation to meet the needs of all learners.</b></li> </ul> <p>In a majority of lessons, children worked well in pairs but fewer lessons involved children learning cooperatively in groups. Most staff are effectively supporting children to share their learning and to understand what they are trying to achieve. While there are examples of effective use of questioning these are occasionally directed as whole class lessons which are at times too teacher directed. In the main, teachers responded well to children's answers to questions but there are missed opportunities where children's responses could be explored more to allow them to lead learning. A promising start has been made to involving children in co-creating success criteria and using the interactive whiteboards to enhance teaching. Staff are making progress in providing differentiated lessons to suit individuals and groups. Sharing the best practice and developing this further will help ensure learning engages and motivates all learners. Differentiation was observed at the early level through the use of varied play activities and learning groups. However, this is not yet consistent enough as there is occasionally insufficient support and challenge for some individual children. Some children are unable to follow written instructions or do the task while others are not sufficiently challenged. The review team confirms that the school should take forward its plans to further develop</p> <ul style="list-style-type: none"> <li>• <b>Practice which fully engages and motivates children in their learning.</b></li> <li>• <b>Independent learners, personalisation and choice.</b></li> </ul> <p>Higher order thinking skills are less evident since staff have had a more recent focus on Making Thinking Visible. Growth mindsets underpin the school's values and are supporting children in understanding themselves as learners and what strategies they can use to succeed. A focus group of the highest attaining P7s talked articulately and demonstrated their understanding of 'growth mindsets' particularly in their leadership roles and preparation for high school. This is an aspect of the school's work that could be developed further to engage children more in their learning and higher order thinking skills.</p> <p>There is some good evidence of the use of plenary to check for children's understanding in their learning. These are most effective when children have understood the clear success criteria. Most classes make regular references to learning intentions and this is reflected in the environment. In working towards improving consistency in high quality learning and</p>
--	--

	<p>teaching, staff should continue to develop approaches to formative assessment. The use of learning stories is a positive step towards ensuring children are meaningfully engaged in reflecting on their learning and understanding their progress. There now needs to be further development in the use of reflective language to identify next steps. This needs to be part of everyday conversations in class.</p> <p>The school rightly identified similar improvements and plans to further develop the use of reflections on learning</p> <ul style="list-style-type: none"> <li>• <b>Develop practice from the nursery to P7 which enables children to become more independent in their learning and exercise greater personalisation and choice.</b></li> </ul> <p>There are some examples of effective feedback and reflections in P6/7. The school should continue to build on this as children develop skills in knowing themselves as learners.</p> <p>Teachers plan ahead for assessment through their medium term plans. Commendably children’s individual progress and achievements are traffic lighted. The SLT plan to make the use of assessment a greater focus of professional dialogue at regular ‘stage’ planning meetings. Staff are becoming confident in their assessment of literacy skills. Moderation activities in assessment of writing has helped build teacher confidence in their professional judgements about children’s progress.</p> <p>Science is taught as a discreet subject in the upper stages and children are developing their skills and understanding.</p> <p><b>Use data to further improve attainment and inform next steps in children’s learning</b></p> <p>The staff should continue to work together to develop a framework for assessment across the curriculum.</p> <p>The school should take forward the implementation of the benchmarks to develop robust assessment evidence.</p>
<p><b>HGIOS 4</b> <b>Successes and Achievements</b></p>	
<p><b>3.2 Raising Attainment and Achievement</b></p>	<p>Theme 1 – Attainment in literacy and numeracy</p>
<p>How well are the school’s approaches to raising attainment improving outcomes for children and young people?</p>	<p><b>Literacy and numeracy:</b></p> <p>The school has an appropriate range of assessment data related to literacy and numeracy. This includes INCAS and single word spelling assessments and on-going summative assessments in numeracy. Standardised INCAS scores averaged across all stages shows the school is broadly aligned with the Musselburgh cluster group of schools but below the average for the authority. Generally scores in reading are above the scores for arithmetic and maths. By P7 the arithmetic and maths scores are well below average</p>

How well is the school's focus on literacy and numeracy leading to raising attainment across the curriculum?

for age. Children's developed ability scores averaged across the school are higher and signify that there is capacity for children's attainment to improve. The introduction of plotting children's progress using quadrants has helped support dialogue amongst staff. This should be developed further to ensure a strong focus on assessment information to support robust teacher judgements.

A review of jotters, focus groups at P4 and P7 and lessons observed, has informed the overview for attainment in literacy and numeracy overall. The school makes use of PIPS information and recognises a need to improve the value added particularly for the most capable learners at the early level. The school's focus on learning through play is an approach to support achievements at the early level. (As already outlined above, improved consistency in support and challenge will lead to improved attainment and achievements.)

The highest attaining children at P4 are very capable of increased challenge and raised expectations. The staffing changes and identified improvement needs in the quality of teaching, have resulted in children achieving less well than expected.

Overall, the quality of writing in jotters is too variable. At each stage there is varying quality in jotter work and over-reliance in worksheets. However, there are strengths in the quality of written feedback at P6/7 that should be shared and used as a helpful benchmark for others. The best writing is seen in a predominantly female group at second level. However, boys are achieving better in numeracy overall. Broadly, the range of writing skills is restricted through insufficient application of writing skills in a range of contexts. Children at P4 and P7 talk well about applying their numeracy and maths skills in real life contexts. On looking at IDL for application of writing skills, there is an over reliance on worksheet activities. Overall, children are not sufficiently skilled in writing extended pieces for a variety of purposes by the end of P7. The staff team should continue to moderate writing and promoted staff continue to challenge progress through well-focused professional dialogue about standards in both numeracy and maths. A strong focus on P5 achievements next session will be essential in raising this cohort of children's attainment.

At P4, children read for a variety of purposes and most access other curricular areas through their reading skills. The school should ensure it develops children's skills and strategies in problem solving. The highest attaining readers at first level read fluently and expressively and with good understanding. They show very good awareness of genre, blurb, author and access books systematically in the school library. Events such as book fairs encourage children to read. The school should look at consistent approaches to developing reading. (One class at P4 has been introduced to accelerated reader but not yet the other.)

The weekly pod casting clubs enable children to work together creatively, problem solve and adapt when necessary to produce podcasts to the whole community. This in turn has had a very positive impact on pupil

	<p>voice.</p> <p><b>The school has correctly identified continuing with peer observations and developing the use of data to monitor and track progress effectively.</b></p>
<p><b>3.2 Raising Attainment and Achievement</b></p>	<p>Theme 4- Equity for all learners</p>
<p>How effective are the school's systems to promote equity of success and achievement for all children and young people.</p> <p>How well has the school raised the attainment of the most disadvantaged children and young people.</p> <p>How well is the school removing barriers to learning and ensuring equity for all?</p> <p>How well are we capturing the impact of children and young people's achievements on the community?</p>	<p>The pastoral support for pupils is a strength of the school. Staff know the community well and the range of challenges many children are supported to overcome on a day-to-day basis. A breakfast club is offered to provide children with a nourishing and calm start to their school day.</p> <p>Transitions from one year to the next has been improved to ensure information about progress in learning is shared more clearly and acted upon at the start of a new session.</p> <p>Staff are committed to CLPL and speak with sound professional knowledge about the various initiatives being developed across the school. This includes nurture and MTV, for example. Staff are less clear, however, about how these initiatives are impacting on attainment. The SLT should consider the ways in which teachers gather evidence on how well children are achieving. This should link closely to the ways in which the school develops a framework for assessment.</p> <p>The school are highly aware of their community and the challenges this can bring. They work well with families and partner agencies to develop a positive welcoming ethos and a nurturing environment for all.</p> <p>East Lothian's Staged Assessment and Intervention framework is used to identify and support children with Additional Support Needs. For children with the highest level of need, meetings are arranged at key times and action is identified to remove barriers and progress learning. Overall, staff spoken to about children with additional needs were knowledgeable about their needs and of the importance of communication with each other, parents and other agencies. The school should ensure children are involved in setting targets and that these are shared and understood between staff, parents and children. For some children, an increased level of challenge and progression could be introduced to their learning targets. A greater emphasis on the wellbeing and the wellbeing indicators is required when considering interventions to ensure equity for all.</p> <p>The nurture provision within the school delivers both planned and flexible support to meet the social and emotional needs of children across the</p>

	<p>school. Children, parents and staff talk positively about this support and the impact it has had at an individual and school level. There is clear impact on the difference this has made to individual families. There are plans to increase family learning opportunities; this would be a positive development and should be linked to school improvement plans to raise attainment.</p> <p>There is a whole school positive relationships and behaviour policy based on strong principles of inclusion and restorative justice. This is linked to the schools aims and values and is well understood by the children. As part of this approach, the school talk to children about their rights but may wish to consider implementing the Rights Respecting school framework.</p>
<p><b>HGIOS 4 Learning Provision</b></p>	
<p><b>2.6 Transitions</b></p>	<p>Theme 3- Continuity and progression in learning</p>
<p>To what extent does the school's processes for involving children and young people; parents, carers and families; and partners and other agencies, ensure effective transitions for all learners?</p> <p>To what extent does the school's curriculum provide opportunities for support and induction into the next phase of learning?</p> <p>To what extent do transition arrangements offer children and young people opportunities to learn about change in a positive way?</p> <p>How effectively is the school ensuring learners achieve sustained positive destinations when they leave school?</p>	<p>Across Early Level, parents/carers and children (where appropriate) are involved with practitioners to sensitively plan and effectively manage transitions to meet children's emotional and learning needs. Clear, shared processes are in place for the exchange of relevant information about children's care and support needs, skills, learning and achievements across the curriculum. Information about children's learning, achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children.</p> <p>There are planned opportunities enable practitioners to come together to develop a shared understanding of progress and pedagogy at all stages and across the early level. There are objective evaluations that seek and respond to the views of parents/carers, children and partners are used to develop and improve transition arrangements and programmes. There is effective communication and planning enables continuity of care and learning for children accessing more than one ELC setting.</p> <p>Beyond Early Level, there are clear , shared processes in place for the transfer of information about all children and young people's learning across the curriculum. The school strives to support all pupils at key points in transition. In recent years the school has placed much more emphasis on ensuring that pupils moving from one stage to another within the school are better supported. Teachers meet for 4 hours over 2 sessions to pass on information about class, groups and individuals Teachers do not just talk about, as before, social and emotional needs , but there is more time taken to focus on progress in learning, specific learning needs, preferred learning styles etc. The data around class cohort is part of the transition process. This allows teachers to plan learning much more effectively at the beginning of an academic session.</p> <p>The school works well with its feeder secondary to plan a smooth transition between sectors. Work with the English Support for learning and science departments is particularly strong. Commendably the school is working with MGS on a more nurtured based approach through transition.</p> <p>The school works with parents partners and other agencies to support children with specific needs. Planning for transitions for these pupils usually</p>

	is started in the academic session prior to moving to secondary. The school with other stakeholders should review this timescale with a view to planning starting in P6.
<b>2.4 Personalised Support</b>	Theme 4- removal of barriers to learning
<p>How effectively do staff involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?</p> <p>How does the school know if personalised support is having the desired impact of improving outcomes for learners?</p> <p>To what extent is the school an inclusive learning environment?</p>	<p>The school considers each child as an individual with his/her own needs, risks and rights. There is a strong ethos of inclusion, participation and positive relationships. Staff and partners are working well together to increase the schools capacity to meet the needs of a diverse range of learners via universal, additional and targeted support. There are well planned and flexible interventions in place to raise attainment and achievement for all as part of a Universal offering. The school should continue to develop their practice in identifying and tracking appropriate targets to ensure progress is being made and impact can be measured.</p>
Other Comments or Details	
<p>Key Strengths</p> <ul style="list-style-type: none"> <li>• The positive school ethos and values based leadership of the headteacher.</li> <li>• The quality of the pastoral care.</li> <li>• Shared leadership and commitment to CLPL.</li> <li>• The school knows itself well and the direction its needs to take to secure positive outcomes for its community</li> <li>• The nurture provision within the school delivers which delivers both planned and flexible support to meet the social and emotional needs of children across the school.</li> <li>• The quality of the outdoor environment.</li> </ul> <p>Areas for Improvement</p> <ul style="list-style-type: none"> <li>• Increase the rigour of self-evaluation and use of data to improve and inform next steps in children's learning.</li> <li>• Continue to develop a framework of assessment and extend the use of differentiation to meet the needs of all learners.</li> <li>• Devise a strategic overview of equity and the focus for PEF. (Susan Gow to visit 8.00 am, 6<sup>th</sup> June)</li> <li>• Develop practice from the nursery to P7 which enables children to become more independent in their learning and exercise greater personalisation and choice.</li> <li>• Develop Children's Rights- the school should consider the RRSA</li> </ul>	

School QIO \_\_\_\_\_

Date of visit: \_\_\_\_\_