

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of Prestonpans Primary School

1 PURPOSE

- 1.1 To report to Committee on the inspection of Prestonpans Primary School by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note that as a result of the inspection findings Education Scotland think that the school needs additional support and more time to make necessary improvements. Education Scotland will liaise with East Lothian Council regarding the school's capacity to improve. Education Scotland will return to carry out a further inspection of the school within one year of the publication of the report.
 - (iii) Note the steps being taken by the Education Service to improve the quality of provision at Prestonpans Primary School.

3 BACKGROUND

Short Inspection model

- 3.1 From August 2017, Education Scotland introduced a short visit inspection model for schools following a wide ranging consultation.
- 3.2 The inspection involved a visit lasting for a total of two days from Monday lunchtime to Wednesday lunchtime. The short school inspection model

used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections. Inspectors focussed on two selected Quality Indicators (QIs) from HGIOS? 4 and evaluated these using the six-point scale from Excellent to Unsatisfactory. These were:

QI 1.1 Self-evaluation for self-improvement, and

QI 3.2 Raising attainment and achievement

- 3.3 As with all inspections, Education Scotland also had a focus on safeguarding.
- 3.4 At the end of the inspection process, the outcomes were published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provided a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work and that the school required additional support and time to achieve this. This letter 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 two days 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 Prestonpans Primary School was inspected in May 2018. A letter to parents and carers summarising the key findings was published in October 2018. The quality indicator self-evaluation for self-improvement was evaluated as satisfactory and raising attainment and achievement was evaluated as weak.
- 3.7 Specifically, to raise attainment and achievement, the inspection team identified that:
- staff should continue to improve approaches to self-evaluation to ensure rigorous and well planned activities have an impact on children's learning and achievement;
 - staff should work collegiately to make effective use of assessment information and data to improve children's experiences and progress across the school;
 - staff should further develop a shared understanding of standards, expectations and levels of attainment and achievement.

- 3.8 Following the inspection, the areas for improvement identified in the Summary of Findings are being taken forward through the School Improvement Plan, supported by the Quality Improvement Team. Education Scotland will return to inspect the school within a year of the publication report. The inspection team will write to parents/carers informing them of the progress the school has made.

School Review

- 3.9 Working with the school, the Local Authority carried out a School Review of Prestonpans Primary School in December 2016 and also Prestonpans Infant School in November 2016. A copy of the reports are attached (Appendices 2 and 3). A number of areas for improvement were identified both individually and collectively for these schools, in terms of improving learning teaching and assessment and improving curricular transitions with the aim of improving attainment. Although staff from both schools have worked together and in partnership with Local Authority Officers and the Local Authority Attainment Advisor to improve the curriculum and to reduce the gap in attainment, more needs to be done, especially in relation to curricular transitions.
- 3.10 The Education Service has undertaken a statutory school consultation on the proposal to close Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational primary school structure and its associated catchment area for Prestonpans. The outcome of the statutory school consultation will be taken to Council, December 2018.
- 3.11 There are clear educational benefits arising from the establishment of a new non-denominational primary school structure especially in relation to the key areas for improvement identified across both schools including:
- Consistency in approaches to planning learning, teaching and assessment, particularly at key milestones is vital for learner progression, effective transition and raising attainment for all.
 - Transition and continuity in learning across the stages from Early Level through to Second Level is enhanced by strong, consistent leadership across Early Level through to Second Level.
 - Communication between teachers and between parents and teachers is more likely to be improved and will support much smoother and improved pastoral and curricular transitions across the stages from Nursery through to Primary 7 with staff and management who know them well.

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 Prestonpans Primary School Letter dated 30 October 2018 (Appendix 1), Prestonpans Primary School and Prestonpans Infant School School Review Reports (Appendices 2 and 3).

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DATE	7 November 2018

30 October 2018

Dear Parent/Carer

In May 2018, a team of inspectors from Education Scotland visited Prestonpans Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children's achievements.

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

- The staff team know the children and families well. There is a welcoming, caring ethos in the school.
- The promotion of health and wellbeing which is developed through a range of clubs, activities and opportunities for wider achievement which is accessible to all.
- The friendly children who are proud of their school, in particular their accreditation in The John Muir Award.

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

- Raise attainment in literacy and English language and numeracy and mathematics.
- Led by the senior leadership team, staff should continue to improve approaches to self-evaluation to ensure rigorous and well planned activities have an impact on children's learning and achievement. Staff should work collegiately to make effective use of assessment information and data to improve children's experiences and progress across the school.
- To further develop a shared understanding of standards, expectations and levels of attainment and achievement. There is a need for staff teams to work collaboratively, within school and with partner schools in the community.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, education 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 evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland’s evaluations for Prestonpans Primary School

Quality indicators for the primary school	Evaluation
Self-evaluation for self-improvement	satisfactory
Raising attainment and achievement	weak
Descriptions of the evaluations are available from How good is our school? (4th edition) , Appendix 3: The six-point scale .	

This letter and a more detailed document called the Summarised Inspection Findings (SIF) will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-lothian/5554721>.

What happens next?

As a result of our inspection findings, we think that the school needs additional support and more time to make necessary improvements. We will liaise with East Lothian Council regarding the school’s capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with East Lothian Council the details of this inspection. Following our return to inspect the school, we will write to you as parents/carers informing you of the progress the school has made.

Mary McLean
Managing Inspector

School Review Visit Record

Appendix 2

Establishment Cluster	Prestonpans Primary
HGIOS 4 Leadership and Management	
1.3 Leadership of Change	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>In his short time in post, the new headteacher has set a new improvement agenda for the school. There is a commitment from the headteacher and staff to take forward improvements in the school. The provision of positive learning experiences and the desire to improve outcomes for children was evident within our discussions and engagement with staff.</p> <p>The headteacher is beginning to develop with staff new approaches to self-evaluation to inform improvements. Staff have some opportunities to lead developments through the SIP working groups and through the development of pedagogical approaches such as numeracy and Making Thinking Visible. Staff spoke positively informal approaches to self-evaluation such as sharing practice. The approaches to school improvement now need to be more systematic to ensure changes are well-informed, developed collegiately and that impact can be evidenced across the whole school.</p> <p>The focus of the improvement agenda now needs to shift to the development of the curriculum and the planning of learning, teaching and assessment. This should then support the school's improvement priority to raise attainment and close the poverty related attainment gap. Given the recently established SMT, it is timely to review and share with staff the remits of each member of the SMT and clarify their roles and responsibilities which will take account of improvement plan priorities.</p> <p>There was evidence in classes of pupils being articulate and able to contribute fully to the life and work of the school and they should be given the opportunity to meaningfully collaborate in school improvements. The role of the pupil council and approaches to ensure children have a voice need to be developed further.</p>
HGIOS 4 Learning Provision	
2.3 Learning, teaching and assessment	Theme 3 – Effective use of assessment

How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?

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?

How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?

In most lessons observed children were motivated and engaged in their learning. Relationships between pupils and between staff and pupils are positive and respectful and this was evident in almost all classes. Learning intentions were evident in classes and in children's work and these were shared and understood by children. In some cases these were revisited and children were encouraged to reflect on whether they were successful in their learning. There now needs to be more effective feedback on learning to inform next steps.

Overall the quality of teachers' questioning was good and there was some evidence of questioning being used to encourage greater depth of thinking and the development of ideas. This needs to be consistent across all classes.

Teachers' know their children well. In most classes there was evidence of differentiation to meet the needs of different learners through the use of 'spicy tasks' or by outcome. Some children were able to give a rationale for their selection of tasks.

In many of the lessons, teachers led the learning and sometimes questioning did not enable children to fully participate in the responses or to effectively engage in learning conversations with peers. There needs to be more opportunities for children to lead their learning and for more enquiry based approaches to be used in classes. Generally children need to be able to reflect more on their learning in order to fully evidence and understand their progress and next steps.

The school needs to review the curriculum and develop a clear rationale which reflects the context of the school. The principles of the curriculum need to be revisited to ensure the curriculum has relevance, challenge, enjoyment and opportunities for personalisation and choice. Breadth is addressed through the current format of the planning however teachers are unable to describe what progression looks like across the school. Learning pathways need to facilitate planning for progression and enable children to have a greater understanding of their own progress and their next steps.

Holistic assessments of children's progress need to be developed to reflect breadth, challenge and application. These need to be planned and to be integral to the learning and teaching process and inform next steps. Staff and children need to think critically about the most appropriate assessments to evidence progress in learning especially at key milestones. There needs to be a greater range and variety of assessment approaches.

More effective approaches to profiling should be developed to involve children fully in the planning, learning teaching and assessment cycle to enable them to have an overview of their learning.

HGIOS 4
Successes and Achievements

3.2 Raising Attainment and Achievement	Theme 1 – Attainment in literacy and numeracy
<p>How well are our approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</p>	<p>Staff continue to reflect on the range of approaches and resources used to support the delivery of literacy and numeracy.</p> <p>For example, the school has moved away from maths setting to class maths to ensure children do not lose valuable time moving between classes and their teacher maintains an overview of their progress.</p> <p>Staff use the numeracy and literacy progression frameworks to inform their planning and recognise the need to implement the new National benchmarks to inform learning, teaching and assessment. Those trained in SEAL are supporting the development of children’s numeracy skills, including the identification of gaps in children’s knowledge, skills and understanding. The problem solving resource purchased to support children’s mathematical problem solving skills needs to be balanced with planned opportunities for children to apply their problem solving skills in other contexts and situations.</p> <p>In literacy, programmes such as RWI and accelerated reader are used to develop children’s literacy skills. There is a need to evaluate how well these are leading to improvements in children’s literacy skills.</p> <p>Overall, the delivery of the curriculum and approaches to planning learning, teaching and assessment are not impacting fully on raising attainment. The school should build on the good practice within the school to develop a more consistent understanding of planning learning, teaching and assessment. Children are not aware of their strengths or next steps in learning. Topics are already planned for within the yearly plans leading to very little engagement with children about what they would like to learn about out with these topic choices. A shift in approach will increase further children’s engagement and enjoyment in learning. Children are not applying sufficiently their literacy and numeracy skills within a range of interesting or relevant contexts.</p> <p>Assessment evidence does not provide relevant or reliable information on which to base judgements of children’s achievements. As a result, children are not building on prior attainment or progressing at an appropriate pace.</p>
3.2 Raising Attainment and Achievement	Theme 4- Equity for all learners
<p>How effective is the school’s systems to promote equity of success and achievement for all children and young people.</p>	<p>There are 90 children on Staged Assessment. There are a few Looked After and Accommodated pupils in the school. All have been excluded at least once this term and they account for half of the overall days of exclusion so far. The school should ensure that LAAC pupils are recorded appropriately</p>

How well has the school raised the attainment of the most disadvantaged children and young people.

How well is the school removing barriers to learning and ensuring equity for all?

on the SAI system. There is a lack of consistency around how regularly review meetings are held, with priority currently being given to higher tariff behavioural cases. It is unclear how much the pupils are included in the process and the meetings. Review meetings are scheduled to take place on a Wednesday but in reality this is not working for a number of reasons. The school would benefit from assigning priority to Staged Assessment meetings in order to meet the needs of the children. The views of classroom assistants and support for learning teachers should be represented at all meetings. Clarity is needed regarding who will have overall responsibility for Staged Assessment moving forwards. Closer focus could be given to preventing the exclusion of LAAC pupils in the future.

There are some pupils with IEPs in the school. The quality of IEPs is generally high with helpful guidelines to ensure consistency. Targets are mostly SMART and there is comprehensive information under the "who/what/how?" section. There is evidence of strategies identified in the IEP being implemented in the classroom. There could be more evidence that children are involved in setting, monitoring and reviewing their targets. The idea of including evidence of work selected by pupils is very positive but not evident across all IEPs sampled. The school would benefit from putting in place a mechanism by which an up to date list of pupils with an IEP is maintained.

Support for learning is primarily delivered through Read Write Inc and P7 maths groups. Diagnostic tests are also carried out as necessary. There is room to extend the role of the SfL team to incorporate the 5 roles of support. There are plans to move the responsibility for IEPs to SfL staff which would be appropriate. SfL staff are unable to commit all of their time to their role due to cover issues.

There is scope for developing the role of classroom assistants moving forward. On occasion, it appeared that children were withdrawn from classes too soon and unnecessarily to avoid potential disruption. It was positive to note that all had been trained in-house in RWI. A clearer system for informing classroom assistants of their specific role on a daily basis would be beneficial.

There is a real sense that staff know and care about the pupils and that there is mutual respect within the school environment. The children are extremely accepting of each other and demonstrated their willingness to help and support their peers on many occasions.

Differentiation could be developed further by task in order to fully support learners with additional support needs. There was evidence of some explicit rationale for children choosing differentiated tasks and this good practice could be extended across the whole school.

Chronologies are being kept within a comprehensive system. Content is extremely detailed but this level of information is unnecessary and time consuming. The names of other pupils should only be included if necessary in the form of initials. It would be helpful to mention the roles of teachers

	<p>rather than names.</p> <p>In order to fulfil statutory duties, the school should keep a log of all bullying incidents and complaints.</p>
<p>HGIOS 4 Learning Provision</p>	
<p>2.6 Transitions</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</p> <p>How effectively are we ensuring learners achieve sustained positive destinations when they leave school?</p>	<p>Pastoral arrangements support children, particularly those who require additional support in their learning, to transfer from the Infant School into the school and onto the secondary school with confidence. Relevant information is transferred to the receiving school or teacher to ensure a continuing focus on children's wellbeing.</p> <p>The headteacher is engaging proactively with the Infant School to improve continuity and progression in learning. He has made a positive start to working with senior managers in the Infant School to progress work related to determining one wider learning community across the two schools. Currently, curriculum transition arrangements do not lead to continuity and progression in learning. Due to accessibility issues, the P3 transition profiles were not used to inform continuity and progression in learning in P4.</p> <p>Within the primary school, arrangements are in place to transfer information from stage to stage. The school should now develop this aspect further, particularly the range of assessment evidence underpinning teacher's judgements across all curriculum areas. Clearer individual learning targets will support children to take ownership of their learning and improve future learning. As a result children will be able to articulate their strengths and achievements as they move from stage to stage and to profile their learning, particularly at key transition stages.</p>
<p>Key Strengths and Areas for Improvement</p>	
<p>Key Strengths</p> <ul style="list-style-type: none"> • Staff willingness to engage with and take ownership of school improvement. • Polite, well-behaved children who are happy to engage with their learning. • Staff know and care about the pupils and there is mutual respect across the school community. • Pastoral transition arrangements into P4 and on to secondary school are positive. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Revise the remits of the senior management team to provide clarity to staff on their respective roles and responsibilities. • Develop a clear rationale for the curriculum which reflects the context of the school. • Improve approaches to assessment to support teacher professional judgement on children's progress and achievement. • To ensure equity and inclusion, review current arrangements for exclusion. 	

School QIO _____

Date of visit: _____

School Review Visit Record

Appendix 3

Establishment Cluster	Prestonpans Infant School
HGIOS 4 Leadership and Management	
1.3 Leadership of Change	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>The senior management team and staff are committed to securing improved outcomes for all learners and their families. The headteacher has created a culture of reflection within which staff engage regularly with educational research and enquiry. As a result, staff are involved in the process of change. Members of staff are undertaking external leadership opportunities (SCEL, First Steps) and staff talk positively about the opportunities for leadership in the school.</p> <p>The headteacher and staff are focused on improving outcomes for the lowest achieving 20% and those who experience barriers to their learning. Staff undertake a range of initiatives to support families, including Bairns in the Wood, Raising Children with Confidence, and the P1 Summer transition programme. This work is commendable as it targets the most vulnerable and strives to deliver equity. Parent/Carers feel well supported by the school and feel that the school is responsive to their needs.</p> <p>The SMT are now providing opportunities to develop a more consistent understanding of learning and teaching with the regular teachers' meetings. The agenda of these meetings should be influenced from information derived from school Quality Assurance processes.</p> <p>The school is working with its stakeholders to develop a shared vision, values and aims. These should be explicitly referenced within the school's approaches to evaluating its work and underpin the rationale for the design and delivery of the curriculum.</p> <p>The school should strengthen its place within the 3-18 learning community and seek to work more closely with Prestonpans Primary School . This will support continuity and progression from the early stages through to P7 and beyond. Senior managers recognise the need to plan further opportunities for staff from both schools to work more closely together and to develop a shared understanding in a number of key areas i.e. continuity and progression in learning; assessment evidence underpinning teacher judgement.</p> <p>The school should consider to what extent identified whole school improvement priorities and actions to take these forward are impacting positively on developing teacher's practice and improving outcomes for</p>

	<p>leaners. Senior managers also need to consider the nature and range of evidence to determine progress with these priorities, especially with regard to literacy, numeracy and Closing the Gap.</p>
<p>HGIOS 4 Learning Provision</p>	
<p>2.3 Learning, teaching and assessment</p>	<p>Theme 3 – Effective use of assessment</p>
<p>How well do we 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>The staff are highly aware of their local community and the context within which they work. Staff are working well with families and the wider community to develop a positive, nurturing environment for all. This is evident through the positive relationships in school and nursery. Nursery staff have very good relationships with families and the soft start to the nursery day enables staff to have discussions with parents when they drop their children off.</p> <p>Staff work collegiately on their planning to try and promote consistency across the year group; teachers say they are benefitting from sharing ideas and reducing their workload. Through observation and discussions staff take account of pupils interests in their planning. Nursery and older pupils, in particular, are able to articulate how they have contributed to the direction of learning in their work. Pupils in nursery enjoy planning the snack area daily, writing up the menu and setting up the name cards and utensils.</p> <p>Staff in the early years carry out regular observations of children's learning and systems are in place to ensure all staff are able to contribute ideas to the planning. The observation records now need to be developed so that next steps are recorded. Staff in school talked about the good transitions between nursery and school.</p> <p>All staff talked about the journey the school is currently on with regard to assessment and there is clear evidence of action linked to expectation, particularly for the children with poverty indicators. However, many of the assessment procedures are new and need further time to embed and have the desired impact in terms of achievement for all pupils. The school needs to be mindful of assessing the needs of all pupils, not just those in the poverty indicators.</p> <p>Children are active participants in the lessons but not all children engage fully. The carousel systems do not always allow for deep learning or provide enough challenge which can lead to time wastage and off task behaviour. Equally some children are asked to move to a new task before they have completed the first. In maths there appears to be an imbalance between maths and numeracy, with children being given limited opportunity to use and apply skills in 'real life' situations or through word problems. In some classes, support staff could be better planned for to strengthen the differentiation and this needs to be written into the planning. There needs to be an increased focus on differentiation by task as opposed to differentiation by outcome. Teachers need to immerse the children more clearly in the language of learning so that they can articulate what they are learning and why. How is that lesson going to help them in their future life? What is it preparing them for? In some classes the pupils are very</p>

effectively writing their own success criteria – this is something that could be developed into consistent practice across the whole school. Planning needs to link more strongly to assessment outcomes to show how the learning is progressed.

Consideration needs to be made of children's prior knowledge to take learning forward e.g. on transition from nursery staff are given information about achievement but all children start from the same point in phonics in P1 – new assessments from RWI will help to better inform this so planning for phonics can be differentiated from the start.

In Nursery, the staff pick up well on interests shown and guide and involve the children in setting up areas of learning e.g. the reading area outside, but more needs to be made of tracking the children in their daily activities across the nursery provision. How are records kept of where the children have visited to ensure they are accessing all areas of the nursery provision? How do the children know what is expected of them at each area of the provision? It might be useful have some signing in or Velcro photo boards in each area so children can register their presence. It may be helpful to consider introducing a key worker group earlier within the session, after the soft start, to talk to the children about what is on offer and how they can access it. Consider enriching the learning opportunities by having key questions on display in each area of provision alongside the planning for that area to assist some staff in engaging with the expectations for the children. Outside it might be helpful for the children to come up with their own set of expectations about how to use the bicycles so that they don't interfere with the other activities taking place.

In some classes planning and teaching needs to take more account of prior knowledge and information from transition. e.g. baseline assessments with regard to phonics knowledge, do all the children need to start at the same place? The new RWI resources could be helpful in moving this forward.

Feedback on planning from the senior leadership team is constructive but needs to take more account of progression and planned learning over time looking at consistency in expectation across a year group as well as progression and expectation across the school. There needs to be stronger discussions in terms of planning and how this is leading to effective learning in the classroom.

Work is taking place to improve assessment procedures in school and all staff are aware that they should be looking at data to inform their forward planning. The new assessment folders contain a wealth of information but as yet there are still some inconsistencies in content e.g. writing assessment/tracking sheets. There seems to be some duplication between the assessment sheets in the folder and the target sheets stuck in the jotters – do the P1 & P2 children need both? A number of assessment processes are being used e.g. AR, SWST, Pips, moderated writing and this now needs to be developed into a consensus about what constitutes a holistic judgement about the level a child has achieved. Work needs to be carried out to ensure assessment activities are differentiated to match the level the children are working at, what makes a good piece of assessment? Staff have knowledge of the new Benchmarks and these now need to be used to help underpin the judgements.

Staff tell us they set pupil targets through their marking and feedback but the jotters show there is a lack of consistency in marking across the school. It may be useful for staff to look at jotters across the school and agree a consistent approach for marking so that the children experience consistent

	and meaningful feedback. Consider working in partnership with Prestonpans Primary School to ensure consistency of approach.
HGIOS 4 Successes and Achievements	
3.2 Raising Attainment and Achievement	Theme 1 – Attainment in literacy and numeracy
<p>How well are our approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</p>	<p>Processes for monitoring and tracking children’s progress in literacy and numeracy have been strengthened and provide senior managers and teachers with relevant information on the progress of individuals and groups. Staff recognise the need to raise attainment in literacy and numeracy and the school improvement plan sets out priority actions to improve attainment in reading and writing. Overall, there is capacity to raise children’s attainment through improving planning learning, teaching and assessment and the balance of the curriculum.</p> <p>In order to raise attainment in literacy and numeracy, there is a need to focus on planning learning, teaching and assessment to ensure children are suitably challenged, provided with tasks and activities at the right level and opportunities to learn independently. Curriculum design and delivery is imbalanced towards discrete literacy and numeracy sessions. During the team’s observations and review of pupil work and teacher folders there was little evidence of delivering literacy and numeracy across the curriculum or of planning application of literacy and numeracy across the curriculum. Children would benefit from further opportunities to learn within relevant contexts.</p> <p>Scrutiny of a sample of writing jotters and numeracy work highlighted a need to focus on how teachers are planning assessment in the short, medium and longer term using the national benchmarks to support whilst not constrain this planning. Teachers would benefit from professional discussions on how they are planning for breadth, challenge and application to know that the assessment informing teacher professional judgement is robust and valid. Assessment evidence available did not provide a sense of any rich tasks being planned to assess a body of knowledge, skills and understanding or retention.</p>
3.2 Raising Attainment and Achievement	Theme 4- Equity for all learners
How effective is the school’s systems to promote equity of success and achievement for all children and young people.	<p>There are 39 children with Additional Support Needs in the school, and a number of LAAC across the stages.</p> <p>There are a number of children with IEPs in the school, written by the Support for Learning Teacher in conjunction with the Class Teacher. The Support for Learning Teacher writes these in May/June so the subsequent</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>teacher (from August of that year) knows the needs, approaches and targets of this child coming into their class. This demonstrates thoughtful planning and consideration of the importance of transition across academic year groups for children with ASN.</p> <p>It is a strength that parents have the opportunity to contribute to IEP planning and review at the November Staged Assessment meeting. The IEPs are then formally reviewed and updated in December with the class teacher. It is recognised that the Support for Learning Teacher puts time and thought into writing IEPs and thinks carefully about review timescales.</p> <p>Alongside the IEP, the child also has a one-page, colourful 'Learning Targets' document, which is displayed in their classroom and some children receive laminated cue-card versions of these targets to keep with them. These are intended to be child friendly and used to help the child self-assess where they are, in achieving their targets (by circling faces). This demonstrates the staff's recognition of the importance of visible learning strategies by involving children in target setting and self evaluation. Staff spoken to felt that these targets are useful, as they can record progress and the child can use them as reminders of what they are working on. One pupil used his card to remind him how to stay calm.</p> <p>With regard to IEPs, the school should consider ensuring that all long term targets include associated, short term targets. The Learning Outcome/ Success Criteria for each target needs to be specific, achievable and measurable in the review timescale stipulated. It is important to ensure that the 'Who/ What/ How' sections are completed, as these can then be translated into classroom strategies and approaches. The 'Evaluation/ Next Steps' sections should also be completed to evidence progression or reasons why a particular target may need continued.</p> <p>It was noticed that sometimes the short term targets had different review dates throughout the year. The school could consider setting the same date/s to review short term targets as this may save time and a need for fewer meetings with Support for Learning.</p> <p>The IEP targets and associated strategies should be shared with Support Staff working with that child.</p> <p>The format of the IEPs is comprehensive, including a photo of the child, their Profile, Factors Giving Rise to Additional Support Needs and Approaches. The school should ensure that these sections are also updated when the targets are being reviewed.</p> <p>With regard to the child-friendly Learning Targets used in class, the staff should consider making these targets directly linked to the IEP targets, and that they are measurable and meaningful to the child (e.g. they know the success criteria and how this target is helping them in class with learning or health and wellbeing).</p>
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With these points taken into consideration, the continued hard work that staff put into the IEP process will enable the school to capture the progress these children are making and demonstrate the hard work and dedication of the school staff working with these children to achieve their targets.

The school's predictable needs and exceptional needs budget is used to meet the needs of pupils with ASN and to reduce barriers to learning by employing Additional Support Needs Auxiliary (ASNA) Workers (including 1 the nursery). In addition to this they share a Communication Support Worker with another school, to work with the hearing impaired.

One of these ASNAs and one of the Nursery Nurses operate the Nurture Group which runs 4 days a week, 1-3pm. There are 10 children who can attend this, for a maximum of 4 terms. Evidence of progress is measured through the Boxall Profile; staged assessment minutes and through teacher and parent observation. Staff generally report positive outcomes, and successful reintegration back into mainstream with children being more 'ready to learn.' Some of these children can still find the classroom challenging and are monitored and supported by the Support for Learning teacher. Many of the staff have completed the Creating Confident Kids programme and continue to support these children using this at a whole class level.

These staff are also used to support children moving from nursery to P1 through an extremely comprehensive transition programme which includes 3 visits a week for 6 weeks at the end of the school year (May/June). This is also available to children transitioning from partnership nurseries.

Overall, the staff spoken to with children with ASN demonstrated knowledge of their needs, and a recognition of the importance of communication with parents, support for learning, and outside agencies. It is also commendable that the staff take the time to support these children, for example to meet with Support for Learning for IEP review and planning, to be involved in their tutoring programme and running various clubs e.g. the summer lunch club.

With regard to Nursery staff, they arrange their pupils in groups so each child has a keyworker, and try to have an equal spread of children with ASN across the groups. They have PRD and CPD time on Fridays where they share information about children's needs and strategies; professional reading or courses they have attended; and share information from SAI Meetings. Nursery staff also adapt the nursery session to the needs of their children to ensure they have positive experiences, for example pupils can attend a shorter session, with frequent review and planning to build their time up as appropriate, in partnership with their parents. Staff also run Talking Time Groups for children who need this type of input, and work closely with visiting specialists. All of this demonstrates the proactive steps taken to reduce barriers to learning in nursery, and the responsive nature of their approach to children with ASN.

	<p>The Support for Learning Teacher works across the 5 Roles at the following proportions this year: Consultancy (20%), Cooperative Teaching (0%), Direct Tuition and Tutoring (60%), Services to Individual Children (10%), Staff Development (10%). She felt that this was appropriate (the balance changes yearly, depending on the needs and priorities of the school). She no longer attends SAI Meetings, to enable her to spend more time carrying out direct interventions and assessments with groups. There is a big focus on literacy and raising attainment, and has found the Write, Write, Inc program (that she uses for group work) and POLAAR useful and effective.</p>
<p>2.6 Transitions</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>The school is very responsive to the pastoral needs of children as they move from stage to stage. Appropriate and effective transition processes and activities are in place for entering nursery, nursery to P1 and P3 to P4 to support children to move to the next stage with confidence. Families are involved fully in transition activities building on the school's strong ethos of inclusion and partnership working. Engaging families in learning and the range of family programmes is a real strength within the school.</p> <p>Within the school, profiling and more effective planning of all curriculum areas will support transition from stage to stage. Whilst teachers have a handover meeting and continuing informal conversations support the transfer of known strategies and interventions for particular children, strengthening assessment approaches will provide more informative evidence on children's progress and achievements.</p> <p>Curriculum transition could be strengthened within the school and with Prestonpans Primary School (See Above). Recent changes in the leadership of the primary school presents the ideal opportunity for further collaboration on curriculum pathways and a sharing of standards and expectations to ensure continuity and progression in children's learning.</p>
<p>Strengths and areas for improvement</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • Commitment to professional learning and development to improve outcomes for all children • Partnerships with families and the wider community • Addressing barriers to children's learning • Happy children who feel safe and cared for by all staff <p>Areas for improvement</p> <ul style="list-style-type: none"> • Planning learning, teaching and assessment • Curriculum transitions stage to stage and into the Primary School • Evidencing the impact of approaches to self-evaluation for self-improvement 	



School QIO _____

Date of visit: _____