

Summarised inspection findings

Linnvale Primary School

West Dunbartonshire Council

12 September 2023

Key contextual information

Linnvale Primary School serves the Linnvale and Drumry communities of Clydebank, West Dunbartonshire and is a member of the Clydebank Academy Learning Community. The school was opened in 1953 and has a large playground and outdoor spaces, including a forest within the school grounds, a garden area and greenhouse. The school roll is currently 199.

The nine classes this session comprise of a mix of single stream and composite. There is an Early Learning and Childcare Centre. The headteacher has been in post for 12 years. She is assisted by a deputy headteacher. In recent years, the headteacher was seconded to undertake a local authority role. During this time, the deputy headteacher and a class teacher took on the leadership roles within the school. The headteacher returned to her substantive post full time in April 2023.

In February 2022, 84% of children were registered for free school meals of whom 80% accessed this entitlement. In September 2021, almost all children lived in deciles 1-3 of the Scottish Index of Multiple Deprivation with half of children reported as having additional support needs. One fifth of children have English as an additional language. The school received £106,575 Pupil Equity Funding (PEF) this session.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

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

- Children experience a positive and caring ethos at Linnvale Primary School. Almost all children are polite and respectful to adults and visitors to the school. A majority of children feel that they are respected by their peers. The values of ready, respectful, and safe and the school motto of 'Be the Best' are visible within the life of the school. Across all classes, there are positive interactions between staff and children and children and their peers. Senior leaders have appropriate plans in place to support a few children who require additional support to feel safe.
- Displays in classes and around the school show children's achievements well and evidence progress in learning. The school library was recently developed in consultation with the children and is supporting children well to develop positive reading habits.
- Children across the school contribute well to the life of the school through their participation in House Groups, Values Ambassadors, Eco Council, Book Buddies, Junior Road Safety Officers and the Sustainability Group. This is effectively supporting them to develop their skills for learning, life and work. Senior leaders have established regular 'Learning at Linnvale' discussions with all children to gather their views about their school and their learning. As a result, most children feel that adults listen to their views and a majority feel that their views are considered.

- Most teachers deliver lessons which are well-structured. In a few lessons the pace of learning should be increased. Most children are motivated and engaged in their learning. Staff support almost all children well to work independently, in pairs and in groups. Most teachers use questioning effectively to engage whole classes and groups, and to check children's understanding. In almost all classes, teachers use oral and written feedback well to support children in their learning. All teachers share the purpose of lessons and support children to understand how to be successful in their learning. A few teachers effectively encourage children to co-create their own steps to success. Across the school, children create individual learning targets that they reflect on and review termly. They are able to talk confidently about their next steps in learning.
- Children make effective use of technology to support their learning. For example, they use interactive whiteboards to enhance their learning activities. They use laptops confidently to play games to reinforce their learning, undertake research and develop presentation skills. Staff make effective use of digital technologies to help children who require additional support for their learning. As planned, they should develop a digital literacy skills progression framework to ensure children develop a broader range of skills as they progress through the school.
- Staff, with partners, have developed a range of outdoor learning environments to enable children to routinely take their learning outdoors. Children are particularly proud of their forest, garden and greenhouse. The forest school initiative is supporting children's wellbeing effectively and the vegetables grown in the garden are used to support the health and wellbeing curriculum. Teachers should now further develop a progressive programme for outdoor learning to enhance children's knowledge of the local area and learning for sustainability. In doing so, they should continue to enlist the support of parents and wider community partners.
- Teachers have been developing play pedagogy across the early stages for several years. The learning environments created are stimulating and well-resourced. Teachers should now re-engage with national and local guidance and research relating to play pedagogy. This should support teachers to develop a deeper understanding of child-led learning and the role of the adult. This will help to ensure they plan motivating and meaningful learning experiences that provide appropriate levels of challenge for all learners.
- Senior leaders have developed a clear assessment calendar. Teachers use this to plan a range of summative and standardised assessments in literacy, numeracy and health and wellbeing. They record assessment information regularly and use this to support discussions on children's progress and attainment. Teachers have engaged in moderation activities for writing across the Clydebank Learning Community. This is supporting them to develop a shared understanding of expected standards.
- Senior leaders introduced an electronic planning format last session to provide all staff with easy access to planning documents and to reduce workload. Teachers now use this to plan effectively over different timescales, including long, medium and short term. An annual overview outlines the key areas of learning being covered over the year for each Curriculum for Excellence (CfE) level. Teachers make appropriate use of progression pathways to inform their planning in line with this overview for literacy, numeracy and health and wellbeing. They plan topics covering several areas of the curriculum, linked clearly to CfE experiences and outcomes. Children have regular opportunities to contribute to the planning of these topics.
- Children have experiences of learning across the curriculum through Interdisciplinary learning contexts. As a result of the COVID-19 pandemic, learning in some areas of the curriculum, for example music, is limited. Teachers should now make greater use of the progression pathways available to plan for all curriculum areas when planning learning. Senior leaders should

develop a system to track and monitor the progression of children's learning experiences across all areas of the curriculum. This will ensure that children build on prior learning and any gaps in learning are identified and addressed.

- Teachers meet with senior leaders each term to discuss children's progress and attainment in literacy, numeracy and health and wellbeing to ensure an appropriate pace of learning. They use an effective tracking system to capture every child's progress and identify any support needs and interventions. These professional discussions are informed by a range of appropriate assessment data.

2.1 Safeguarding and child protection

- 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.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Most children at P1, P4 and P7 are attaining expected CfE levels of attainment in listening and talking. The majority are attaining expected levels of attainment in writing. Most children at P1, and the majority at P4 and P7, are attaining expected levels of attainment in reading and numeracy.
- Almost all children with additional support needs, or who engage in intervention groups, are making good progress towards achieving their individualised targets.

Attainment in literacy and English

- Overall, the majority of children are making good progress from prior levels of attainment.

Listening and talking

- At early level, most children demonstrate increasing confidence in oral storytelling. Children should continue to develop turn-taking skills in a variety of contexts. At first level, most children listen and respond appropriately and respectfully to others. They present information clearly during group discussions. By second level, most children engage in debates and use techniques to engage or influence their audience. They should continue to develop their selection and use of resources to enhance communication and engagement with an audience.

Reading

- At early level, most children decode unknown words by pronouncing familiar letter patterns and blends. They should continue to develop skills in finding information in texts to learn new things. At first level, the majority of children can read aloud a familiar piece of text adding expression and showing understanding. They can explain their preference for particular texts and authors. At second level, the majority of children can skim and scan texts to identify purpose and main ideas. They can make notes using their own words to create fact files. Children at first and second levels should be encouraged to extend the range of sources used when reading for information.

Writing

- Staff have correctly identified the need to improve children's attainment in writing. Overall, children's technical skills and motivation to write are improving as a result of more consistent approaches to teaching writing skills across the school. At early level, children have opportunities to explore patterns and sounds in a range of play, imaginative and real contexts. The majority of children should continue to develop the accuracy of their letter formation. At first level, the majority of children use notes to develop their thinking and create new texts. They can describe their thoughts and feelings about personal experiences. The majority of children at second level create imaginary characters and settings using interesting

descriptive details. As planned, children should now develop their writing skills beyond the development of imaginative writing to include a broader range of genres.

Numeracy and mathematics

- The majority of children at early and second levels are making satisfactory progress from prior levels of attainment in numeracy and mathematics. Progress is better at first level where the majority of children are making good progress.

Number, money and measure

- At early level, most children can count on and back within 20 and can add and subtract within 10. Most children are confident in reading o'clock times. They would benefit from more experiences in using coins to pay for items. At first level, the majority of children have a secure understanding of place value. They solve addition and subtraction problems using a range of strategies. They are confident in calculating fractions of a whole number. At second level, the majority of children are secure in their understanding of place value to two decimal places. They are skilled in money calculations and understand the advantages and disadvantages of credit and debit cards. They are not yet secure in their understanding of the relationship between fractions, decimals and percentages.

Shape, position and movement

- Across the school, most children confidently name familiar two-dimensional shapes and three-dimensional objects. At first and second levels, the majority of children accurately describe the properties of these shapes and objects. At second level, children are less secure in their understanding of the properties of circles.

Information handling

- At early level, most children confidently match and sort unfamiliar objects. They display information on pictorial graphs with support. At first level, the majority of children can organise surveys, gather data using tally marks and display data in bar graphs. They need further opportunities to display and analyse data from a wider range of graphs and diagrams. At second level, the majority of children are confident at displaying a range of data using graphs such as line and bar charts. They can accurately analyse data to solve problems.

Attainment over time

- Senior leaders track and monitor children's attainment over time in literacy and numeracy. The COVID-19 pandemic significantly impacted children's attainment across both literacy and numeracy. School data highlights that children's attainment in literacy and numeracy is returning to pre-pandemic levels.
- Senior leaders and staff recognise that a sustained focus on improving literacy over the past few years has slowed progress in raising attainment in numeracy. Tracking data of specific stages as they progress through the school indicates a decline in overall levels of attainment in numeracy over time. Staff should now develop and implement a strategy to raise attainment in numeracy. The progress of children at the beginning of second level has also declined in reading and writing over time.

Overall quality of learners' achievements

- Staff value and celebrate children's achievements in a variety of ways. Most children feel that they have opportunities to discuss their achievements outwith school. Children are proud to be entered into the 'Gold Book' or achieve a 'Wow' slip when they have gone 'above and beyond'. Children develop a range of skills through their involvement in school committees and leadership roles. Staff do not yet track and monitor children's achievements both in and outwith school. Senior leaders should develop a tracking system to monitor children's engagement in achievement opportunities and the skills developed through them. This will

support staff to identify children at risk of missing out and take appropriate steps to address this.

- Opportunities for P5, P6 and P7 children to participate in sporting events have increased this session. Children at all stages have participated in a variety of sporting taster sessions.
- Children engage in a range of activities that involve external awards. Staff are piloting a new LEAF award in partnership with Keep Scotland Beautiful to support children's understanding of biodiversity. Children are engaging positively with this and are particularly proud of the pond under construction in the school grounds. Staff recognise the need to reintroduce activities impacted by the pandemic that supported the development of skills for learning, life and work.

Equity for all learners

- All staff have a clear understanding of the socio-economic and cultural background of children and families. They seek to provide appropriate interventions to address individual needs and take steps to ensure all children feel included. Staff provide practical assistance to families, such as providing uniforms and clothing. Senior leaders should consider the cost of the school day to minimise further any required financial outlay by families.
- Senior leaders use Pupil Equity Funding (PEF) to employ additional staffing to support children with learning and support needs which have resulted from poverty or COVID-19. This has allowed for appropriate interventions in literacy, numeracy and wellbeing to be delivered. These interventions are having a positive impact on learner's progress. The headteacher uses PEF to remove barriers to participation in activities, such as the P7 outdoor learning experience at Auchengillan Outdoor Centre. The PEF funded family support worker provides direct support to families to improve children's attendance at school. Children's levels of attendance have not yet returned to pre-pandemic levels. Senior leaders monitor the impact of PEF interventions on attendance effectively. They have correctly identified the need to monitor the impact of engagement and attainment more robustly.
- Attainment data indicates that, by the time children reach P7, the poverty-related attainment gap has been reduced in reading and writing. However, the gap between the attainment of boys and girls working within second level in numeracy has increased significantly as they have progressed through the primary stages.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. Good practise was identified in relation to food in schools. Areas for development have been agreed with the school and the school meals provider.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity 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.