

Summarised inspection findings

Morningside Primary School

North Lanarkshire Council

28 May 2019

Key contextual information

The school is situated in the village of Morningside approximately one mile from Newmains and has a catchment area which covers the east side of Newmains, Bonkle and the semi-rural area towards the North Lanarkshire boundary near Carluke. The roll at the time of inspection is 234 children.

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

- The school's refreshed vision underpins a nurturing ethos across the school and is supporting a positive climate for learning. Staff are making very good use of the learning environment through attractive wall displays and maximising available space. School values of 'respect, happy, safe and included' contribute to the supportive ethos and are evident in relationships between children and with staff. The strong focus on rights-based learning has been successfully recognised nationally. Children are beginning to use the seven Golden rules of participation to further their development and application of rights-based learning into action.
- Most children are motivated and eager to learn. They are actively engaged in their learning but this is not a consistent feature of practice across the school. Children are very clear of the attributes of successful learners. They believe that effort and perseverance are more important characteristics of good learners than merely receiving the highest marks. In addition, they believe that they can learn from mistakes and are encouraged to do so by their teachers. This results in children who are confident in discussing their learning in class and answering questions. There is a belief that everyone can be a good learner which is adding to the rich learning environment at Morningside.
- In almost all classes teachers provide clear explanations and instructions. In a majority of lessons, teachers demonstrate skilled use of questioning to support children to develop higher order thinking. The headteacher, supported by the principal teacher, should share this practice more widely across the school so that children are required to demonstrate higher level skills more regularly and consistently.
- In all lessons, teachers discuss with learners what they are expected to learn. Almost all children are aware of their strengths and next steps in learning. Teachers provide good quality individual feedback to children with targets reviewed on a regular basis. Pupil progress reports are also detailed and provide parents with clear areas for improvement.
- The majority of staff are making good use of the additional support needs information for their children in planning tasks and activities that help to meet their needs. They are deploying support assistants well who provide effective support to individual children. The headteacher

acknowledges that more effective differentiation and greater levels of challenge is required for children in order that they make greater progress in their learning.

- Teachers assess progress constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks i.e. observational assessment, by looking at what they write and make, by considering how they answer questions, scanning work for pupil development and marking children's work. We have asked the school to build on their assessment timeline to ensure that teachers use a range of evidence based on breadth, challenge and application of learning to determine if a learner has achieved a level.
- Teachers are making good use of the benchmarks for each curriculum area to support them in assessing progress and achievement. This is supporting them in their overall professional judgement of when a learner has achieved a curriculum level. Teachers are also making good use of the moderation cycle supported by challenge questions under each of the stages of the moderation cycle. These act as useful prompts for professional dialogue. An assessment and moderation audit indicates growing confidence of staff in understanding standards for assessments.
- There are effective arrangements in place to monitor and track progress. We have asked senior leaders to build on the existing attainment tracking discussions to carefully chart progress of children and implement interventions, where necessary.
- The school has experienced a very high turnover in staff. This has had an impact on the overall quality of teaching, which is highly variable across the school. The headteacher should continue with efforts to develop a shared understanding of what constitutes effective learning, teaching and assessment in order to bring about greater consistency of practice. Peer visits from classroom teachers and exploration of How good is our school? (4th edition) challenge questions are supporting staff's understanding of effective practice. The local authority has also been instrumental in bringing about improvements to learning, teaching and assessment through support visits and validated self-evaluation activities. The school has adapted the local authority's framework of 'make every lesson great, no child deserves anything less' to good effect.

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. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

good

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

- From data provided by the school for session 2017-18, most children at all stages achieved the appropriate Curriculum for Excellence levels in literacy and numeracy. Inspection activities confirmed the accuracy of school data. Overall children's attainment in literacy and numeracy across the school is good.
- The headteacher has collated a range of standardised and Curriculum for Excellence level data and is beginning to use this to track and monitor the progress of individual children or cohorts who are not making progress. There is scope for these to be extended further to provide greater clarity around children's progress over time.
- Staff are employing a range of interventions to raise attainment in literacy and numeracy. Although it is too early to measure the impact of these on children's attainment, early indications suggest that some interventions are leading to improved outcomes for children in literacy. The school has identified the need to plan more carefully how improvement in attainment can be measured particularly in numeracy.

Attainment in literacy and English language

- Children across the school are making good progress in literacy and English language.

Reading

- Good use is being made of the local authority programme for active literacy to ensure children have a good start to developing early reading skills. Most children use their understanding of sounds to read common words and enjoy stories and reading their own books. At the first and second level children enjoy reading and are fluent readers of text appropriate to their age and stage. They make good use of class libraries. There is scope to introduce older readers to a wider range of authors and genres. Children across the school need to develop further skills to read non-fiction text.

Writing

- At the early level the majority of children are beginning to write independently using common words and are beginning to use capital letters and full stops. There is scope to provide more supports within the class environment to encourage children to write independently and to increase the amount they write. Staff have had a focus on improving writing across the school and this is having a positive impact on the standard of writing across the school. At the first and second level children write in a range of genres and with increasing length as they go through the school. Children are clear of the targets they are working on in their writing and this is resulting in children being clear about the features of different types of writing. Staff should continue to raise expectations of what children can do in writing.

Listening and talking

- Overall children across the school are confident in speaking in pairs and in groups. In most classes, children demonstrate skills in talking to an audience. They would benefit from a more formal approach to teaching the skills in talking and listening in a more planned and progressive way to ensure children are aware of the skills they are using. Older children should develop further their skills to enable them to take part in debates and discussions.

Attainment in numeracy and mathematics

- Overall, attainment in numeracy and mathematics at P4 is good with satisfactory attainment at P1 and P7. There is a significant number of children across the school who could be making better progress. There is greater scope for children to have opportunities to demonstrate breadth, challenge and application in their learning. In addition it is important that the curriculum pathway allows for all children to experience the breadth of organisers within numeracy and mathematics.

Number, money and measurement

- Across the school, the majority of children have a good understanding and confidence of place value and number processes. At early level, most children can order numbers forwards and backwards within 20. Across first level, most children can round whole numbers to the nearest ten and 100 and use this routinely to estimate and check the reasonability of an answer. At second level the majority of children use multiplication facts to solve problems but require further support linking multiplication and division. The implementation of a new mental maths intervention at second level is beginning to increase the mental agility in all four operations. Children are becoming more confident in explaining the reason why they used a particular strategy.

Shape, position and movement

- Children at early and first level were confident in sorting and identifying common 2D shapes and 3D objects. At first level, they could use the mathematical language of side, face and edges. Most children at second level are confident in using appropriate mathematical language to describe the properties of shapes and use digital technology to draw representations of shapes and objects.

Information handling

- Across first and second level there are examples of children gathering and presenting data. Children are developing their understanding of the different ways that data can be used and relating these to real life situations. Across the school there is scope to develop children's skills in using probability and chance further.

Overall quality of achievement

- The school has systematically set about increasing young people's achievements through raised expectations of what children can do and through effective promotion of the importance of values, skills and attributes for success in life and work. There is an impressive range of after school clubs that children are benefiting from, in particular those that are supporting children to develop a positive mindset e.g. box soccer. The headteacher is tracking participation by SIMD and free school meals entitlement, and is now in a good position to target those who are at the risk of missing out. The school has achieved national success in a number of areas such as Fairtrade status, Eco-schools and RRS Silver award. Children demonstrate a very good understanding of the issues involved in each of these and are able to demonstrate the attributes of the four capacities of curriculum for excellence. In addition, children's understanding of diversity and global citizenship is supported by the school's twinning arrangements with a school in Ghana. The headteacher should proceed as planned in supporting children to reflect on the skills of these achievements. The school's consistent

celebration of young people's achievements has created a climate which further nurtures the potential of all children to achieve widely and highly.

Equity for all learners

- Overall the school is at an early stage in using tracking information well to identify opportunities to ensure equity for all. The recently introduced tracking system identifies children who are under performing and those living in deciles 1 and 2. This has been used well to provide universal support and interventions such as the improvements to writing and mental agility. This information is also used well to identify children who require additional support for learning. However, we have discussed with staff, the need to target children more specifically to raise attainment.

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.