

Summarised inspection findings

Beancross Primary School and Early Learning and Childcare Class

Falkirk Council

19 September 2023

Key contextual information

Beancross Primary School is situated in Grangemouth and is a member of the Grangemouth High School learning community. The school is accommodated over two floors and there are large playgrounds surrounding the building. The school roll is currently 429.

There are 14 classes this session, two classes at each primary stage and an Early Learning and Childcare class. An established headteacher leads a leadership team comprising of a depute headteacher, an acting depute headteacher and two acting principal teachers. At the time of inspection, half of the teaching staff are temporary, having taken up post at the beginning of the session.

In February 2022, most children were registered for free school meals of whom almost all accessed this entitlement. In September 2021, a minority of children lived in quintile one of the Scottish Index of Multiple Deprivation, around half lived in quintile two and a minority lived in quintile three. The school received £131,760 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

- Beancross Primary School has a positive and respectful ethos. This is underpinned by the school values of ambition, motivation, nurture and respect. There is a rights-based approach to learning and teaching. Children are very friendly, welcoming and regularly demonstrate these school values. Across the school community, all staff interactions with children are warm, caring and nurturing. As a result, children speak positively about their relationships with staff and the positive environment which supports their learning.
- Children learn across a range of environments which motivate them, learning both indoors and outdoors. Classrooms provide literacy and numeracy rich environments for children's learning. Classroom displays provide information to support learning. Teachers should now consider how to maximise the use of classroom displays and open spaces around the school to present and celebrate children's work.
- At early level, teachers are enthusiastic about the implementation of play pedagogy. They work well to ensure children have stimulating experiences that promote children's leadership of their own learning through increasingly responsive planning. As a result, children are highly motivated and engaged in their learning.
- Teachers use digital boards effectively to present information and to share learning, tasks and assessment information with children. Children have good access to digital technology. Every learner in P5 to P7 has their own school device. In the lower primaries, children access digital technology on a shared basis. Children are confident in using a range of applications and

presentation tools, as well as search engines to support their classwork and their research. Digital technology is well embedded in almost all class activity and is supporting children well to develop their digital literacy and skills for learning, life and work. Senior leaders and staff should consider how to use digital technology to share children's learning more frequently with families. This will enable them to feedback more regularly with the school and support their understanding of what children are learning and how to extend learning at home.

- In almost all classes, teachers provide very clear explanations and instructions in well-structured and well-organised lessons. As a result, most children are motivated and engage well with their learning. All children participate regularly in small group, paired and individual work, supporting each other where appropriate. Commendably, children are frequently given opportunities to lead their learning. This includes selecting contexts for learning which are relevant and meaningful to them as part of their project-based work.
- All teachers engage in a variety of professional learning to improve practice and support a whole school approach to removing barriers to learning. For example, recent professional learning includes literacy for all, trauma informed practice, nurture training and the impact of adverse childhood experiences. Most recently, the school's research group have engaged with academic reading and study to enable them to focus on areas for their own learning to inform their pedagogy.
- Most teachers use questioning well to encourage children to be curious and use problem solving skills to articulate responses to challenging concepts. This is supporting children to consolidate their learning and build their curiosity.
- Almost all children use self and peer assessment to support their understanding of learning and identify their next steps. Staff use a variety of assessment approaches effectively to gather evidence about the progress children are making. Formative and summative assessments are used well to support professional judgements and planning for next steps.
- Moderation activities support teachers to make professional judgements about children's attainment. Current approaches have a focus on individual pieces of children's work. Teachers would benefit from focusing on using a body of evidence to determine achievement of a level and ensure judgements are robust. As planned, teachers should engage with their local 'neighbourhood' of schools and cluster colleagues to develop moderation activities outwith the school. This will enable them to develop further a shared understanding of the national standards for achievement of a level.
- Staff plan very well collaboratively to ensure a consistent quality of learning and teaching across the school. They use both school and local authority frameworks to plan learning. Teachers plan with stage and level partners to ensure coverage of experience and outcomes across Curriculum for Excellence (CfE) levels. Teachers who are new to the school are well supported by more experienced colleagues in developing their plans. This effectively supports both the delivery of the curriculum and the moderation process.
- Teachers know children very well and are aware of their needs. Through regular tracking meetings and discussions with senior leaders, teachers identify children who require additional support. Teachers in P4 and in P7 use standardised assessment data to create plans to inform targeted interventions for children. They maximise the time children engage with their learning within their classroom spaces. In almost all classes, teachers are able to meet the needs of learners through the use of a variety of teaching approaches and resources. For children working beyond their expected levels, teachers should provide a greater level of challenge.

This includes allowing children to experience more challenging contexts for learning through additional tasks or projects.

- Currently, all teachers track children's progress in literacy and numeracy. They are at the early stages of developing a method of tracking the health and wellbeing of children. The tracking of children's progress in literacy and numeracy enables teachers to identify gaps in learning effectively. Senior leaders should work with staff to develop approaches to the tracking of other curricular areas. For example, a starting point for this may be the tracking of expressive arts which is a strong feature of the curriculum in Beancross Primary School.

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 that need to be addressed as a matter of urgency.

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

- Attainment in literacy and English and numeracy and mathematics is good. Almost all children with additional support needs are making good progress towards achieving their individualised targets.

Attainment in literacy and English

- At early level, most children are making good progress in literacy and English. At first and second levels, the majority of children are making good progress in reading and writing. At first level almost all children and at second level the majority of children are making good progress in listening and talking.

Listening and talking

- Across the school, most children listen well to their teacher and peers and contribute appropriately to group and class discussions. A few children require support to listen attentively. At early level children are developing their skills in listening to others and taking turns. At first level, almost all children share their views successfully and listen to the views of others. Children spoke articulately about their favourite books and authors. At second level, most children use language effectively and confidently during debates and presentations, linked to class contexts. Across the school, teachers should continue to develop their selection and use of resources to improve children's confidence in communicating to an audience.

Reading

- At early level, most children recognise, say and write individual and blended sounds. They use pictorial clues to retell familiar stories and predict what might happen next. They should continue to develop skills in finding information in texts to learn new things. At first level, the majority of children read aloud with expression and fluency. They share confidently their favourite author and reasons for their preference. They know the difference between fiction and non-fiction texts. At second level, the majority of children show passion for reading and explain their preference for texts. They discuss the main ideas within a text with detail and answer a range of higher order questions. They should be encouraged to extend the range of sources used when reading for information.

Writing

- At early level, most children write simple sentences using capital letters, full stops and spaces between words. They have good pencil control and form most letters legibly. They would benefit from increased opportunities to develop their skills in writing more independently. At first level, the majority of children use relevant and interesting vocabulary to entertain the reader. They regularly write in a range of genre. At second level, the majority of children use

paragraphs well. They use a range of punctuation and conjunctions effectively in their writing. Children identify clearly what they need to do to improve their writing. At first and second level, children would benefit from an increasing range of real-life contexts to apply their writing skills.

Numeracy and mathematics

- At early and first levels most children are making good progress in numeracy. At second level the majority of children are making good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Most children at early level identify accurately sequence numbers within 20. They are developing confidence in adding one and two-digit numbers. At first level, the majority of children understand a range of strategies they use to conduct basic number operations. They would benefit from developing greater confidence in the application of these strategies. At second level, most children apply the correct order of operations in number calculations and calculate the cost of items and change due. The majority of children are confident in the use of decimals, fractions and percentages. They would benefit from more practice in calculating percentage discounts. Most children are confident in making the link between speed, distance and time and in calculating perimeter, area and volume.

Shape, position and movement

- Most children at early level are beginning to recognise symmetry in pictures and simple patterns. At first and second levels, most children identify the properties of an increasing range of two-dimensional shapes and three-dimensional objects confidently. At first level, children identify right angles and the properties of simple two-dimensional shapes accurately. They are less confident when describing the properties of simple three-dimensional objects. At second level, the majority of children use mathematical language appropriately to classify a range of angles. They have a good understanding of lines of symmetry and can calculate supplementary angles.

Information handling

- At early level, most children are beginning to develop their understanding of organising and sorting objects. They can compare amounts in pictographs. At first level, most children display data from real-life situations using a variety of ways, such as Venn and Carroll diagrams and tally marks. At first and second levels, the majority of children confidently identify ways to display data for different purposes, using digital technology. Children at first and second level should continue to develop their skills in data handling across all areas of learning.

Attainment over time

- Senior leaders have meetings with teachers four times per year to discuss children's progress, with a focus on identifying children who are not on track. As a result, they identify appropriate interventions to support individual children. Senior leaders and teachers maintain an overview of the good progress children make as a result of targeted support.
- Senior leaders and teachers gather a range of attainment data for individual children in literacy and English and numeracy and mathematics. They are at the early stages of analysing this data robustly for individuals, groups and cohorts, to identify trends in attainment over time. This analysis will support them to measure the impact of school improvement initiatives and interventions more effectively.

Overall quality of learner's achievements

- Children enjoy when staff recognise and celebrate their achievements regularly in class, at assemblies and on social media. Senior leaders rightly plan to develop systems to track

children's participation in clubs and out of school activities. This will ensure that they fully support children at risk of missing out. In developing these systems, senior leaders recognise the importance of tracking the skills that children develop through these experiences.

- Children are proud of the contribution they make to the life of the school. They are engaged and motivated by the work of their houses and leadership groups. They are proud of their success in gaining awards such as the Gold Reading School, Gold Rights Respecting School, Digital Schools Award and their participation in their annual Go Dance Performance at the Theatre Royal. These opportunities support well the development of children's skills for learning, life and work.

Equity for all learners

- All staff are aware of the socio-economic context of their school community. They use PEF funding effectively to enhance staffing and develop approaches to wellbeing and literacy. Planned approaches, interventions and strategies are having a positive impact on children's overall progress in literacy and wellbeing and in closing the poverty-related attainment gap. Children report that they feel supported through these initiatives.
- Senior leaders are mindful of the impact of the current cost of living crisis. They support families with the cost of school trips and experiences when financial concerns are raised. They should develop a statement on equity, to ensure a consistent approach and a clarity of expectation across the whole school community. They should develop this statement in partnership with families and the local community to ensure all children have equity of experience.

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. 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.