

# Summarised inspection findings

**Camdean Primary School and Nursery Class**

Fife Council

18 February 2020

## Key contextual information

Camdean Primary School is one of four primary schools in Rosyth. At the time of the inspection, the school roll was 280 children, organised in eleven classes. The school is supported by a range of partners including Rosyth Community Hub and the use of the community garden.

### 1.3 Leadership of change

**satisfactory**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for children. The themes are:

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

- Over a period of six years, senior leaders have successfully developed a culture of collaboration across the school and beyond. Relationships across the school community are very positive. They have a clear focus on ensuring the wellbeing of children and families. They are fully committed to ensuring all children achieve the best possible outcomes. Senior leaders involve parents and partners effectively in addressing the support for children with additional support needs. They make sure that individual children are involved in making decisions that may affect them. A strength of the school is the knowledge that the headteacher and her staff have of children and families.
- In recent years, the headteacher has led the development of core school values successfully. She collaborates effectively with all children, parents and staff to ensure they are involved in agreeing their values. Senior leaders should increase their promotion of the values more widely across the school. They should now support children, staff and families to demonstrate the values more effectively through the work and life of the school. Senior leaders and staff should raise expectations of the standards children can reach in their achievements and behaviour.
- Senior leaders have created a culture which allows staff to contribute confidently to the school's improvement agenda. The headteacher encourages staff to suggest a wide range of areas for development. Senior leaders respond positively to suggestions and should now provide clearer strategic leadership. They should ensure more focused self-evaluation leads to clearer identification of fewer key priorities. This will lead to staff developing an understanding of the school's collective strengths and priorities for development. By prioritising appropriately, senior leaders will make more effective use of time and manage the pace of change successfully.
- Senior leaders should develop rigorous, coherent approaches to monitoring the work of the school. They should have a particular emphasis on evaluating the impact of improvements. Senior leaders should keep a clear and continuous focus on raising children's attainment and achievement. Following a recent depute headteacher appointment, they now need to define responsibilities and remits to improve strategic leadership and support effective improvement.

- Senior leaders enable staff to take relevant leadership roles. Class teachers take responsibility for developing digital literacy successfully across the school. Senior leaders should ensure that leadership roles focus on more clearly prioritised areas for improvement leading to improvements in outcomes for children. They should now extend opportunities for leadership to include greater involvement of children and families.
- Children's leadership roles are limited to older children in school and those on the pupil council. The headteacher recognises the need to extend opportunities for children's participation and engagement in improvement priorities. She should increase consultation with children on a more regular basis.
- The pupil council has worked with senior leaders to produce a child friendly version of the school improvement plan. It is too early to see an impact of this influencing change in school. Teachers need to support children to develop the skills to evaluate their own work and the work of the school. Staff need to begin involving children regularly in talking about the strengths and areas for development within the school.
- Senior leaders discuss children's progress with staff. They ensure all teachers have protected time for professional dialogue with a senior leader. The school gathers a range of assessment information. They should now use this information fully to review and reflect on how to improve outcomes for children. All staff should now raise their expectations of what children can achieve and improve children's learning and behaviour.
- Senior leaders have a planned quality assurance process in place. To ensure positive impact on children, it is important they provide teachers with high-quality feedback, which supports and challenges their professional development.

## 2.3 Learning, teaching and assessment

satisfactory

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 children 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 provides an environment where children feel safe and supported. Children are happy and benefit from being part of a positive and inclusive community where staff know children well. Across the school there is a commitment to children's rights and promoting positive relationships.
- Most children are motivated and eager to learn. Staff listen to the views of most children at weekly 'classroom meetings', pupil council meetings and 'house huddles'. A minority of children do not know if their views are considered. The school is at the early stages of planning approaches to increase the involvement of children of all ages.
- The school has developed resources and approaches to improve the quality of learning and teaching. An example of this is the newly developed 'Learning at Camdean' visual created by staff. Teachers use this regularly across the school as a useful tool to scaffold the learning process. In almost all classes, teachers support children to understand the purpose of learning in a clear and relevant way. The majority of teachers support this by making links to previous learning. In most classes, children are involved in identifying how they will be successful. Staff should continue to focus on developing consistently high-quality learning and teaching across the school.
- Most teachers engage the majority of children well throughout lessons. When offered the opportunity, a few children work well independently. Most lessons are teacher led and are not sufficiently differentiated. This results in many children not being appropriately supported or challenged. Senior leaders should ensure all staff have an accurate, shared understanding of what effective differentiation looks like at Camdean. Teachers should take greater account of prior learning and the needs of all children. This applies particularly to those who are capable of increased challenge and those who require additional support in their learning.
- In a minority of lessons, teachers make good use of questioning to support and extend children's learning. This encourages curiosity and promotes confidence in their own ideas. Staff should continue to work on ways to develop children's higher order thinking skills more consistently across the school. Children respond well in a few lessons where teachers engage them creatively.
- In a few lessons, teachers provide feedback in written form to support children's understanding of success and next steps. Teachers need to ensure that feedback helps children to identify what they need to do to improve. Teachers should develop further formative assessment strategies in a consistent and effective way across the school.

- Across the stages, writing targets are clear and support children to include writing conventions which apply to the genre. Staff should increase the frequency of high quality writing experiences for all children and have a higher expectation of children's presentation and spelling in written work. Across the stages, children would benefit from a more consistent approach to the teaching of writing.
- The school has identified the need to develop the use of digital technology. Staff are at the early stages of this development. They should now deliver planned learning to support all children to develop their digital literacy skills across the curriculum. This will enhance learning and support children to develop skills for learning, life and work.
- Staff have made a recent start to developing effective play-based approaches to learning. While continuing to develop these approaches, teachers should consider how to track children's progress in learning effectively. Teachers should improve their use of transition information from nurseries to ensure continuous progress in learning across the early level.
- All teachers have regular opportunities to discuss their children's progress with a member of the leadership team. They use a combination of formative assessment and standardised and summative assessments to monitor children's progress in literacy and numeracy. All staff need to ensure they place significant importance on planning for assessment when planning learning and teaching. Senior leaders record teachers' professional judgements about attainment in literacy and numeracy at key points in the school year. Staff should now take part in further training about effective moderation. This will help them develop a more robust understanding of pupil progress and achievement of a level. Senior leaders should ensure that judgements made by teachers are accurate and reliable.
- In almost all classes, children are involved in planning their learning within interdisciplinary learning (IDL) contexts. Children identify what they already know about a topic and what they would like to find out. All staff should develop a clear, shared understanding of IDL and a more consistent approach to planning and delivering effective lessons. The school should now take steps to increase opportunities for children to take a key role in planning and evaluating their learning across the curriculum.
- Teachers use progression pathways to plan children's learning in a few aspects of the curriculum. They also support their planning with some local authority guidance. The school should now streamline approaches to planning to ensure pathways support planning, assessment and tracking of children's progress effectively.

## 2.2 Curriculum: Learning pathways

- The school has a curriculum rationale which illustrates a few aspects of its unique context. Teachers have created a helpful visual to summarise key aspects of the rationale. These visuals are visible throughout the school. Staff refresh the curriculum rationale to ensure it features all aspects of the curriculum.
- Teachers have created a few progression pathways which they have linked to National Benchmarks. They have successfully adopted Fife Council's progression guidance for numeracy and mathematics and technologies. Staff should now review their suite of curriculum pathways, beginning with literacy. All pathways should appropriately support planning for and assessment of learning. This will lead to improved progression in learning for all children.
- Teachers use a variety of contexts and an IDL approach to deliver specific aspects of the curriculum. They have reviewed these contexts in recent years in order to ensure greater coherence and relevance. Teachers deliver learning through different 'lenses'. The school should now develop a clear understanding of IDL. Staff should work collaboratively to ensure children experience relevance and depth in their learning.
- Staff make effective use of the local community to support children's awareness of the world of work. They also plan events for visitors to the school to share their work-place experiences with children. Partners such as a local engineering company and Fife Council contribute in a variety of ways to enrich children's learning experiences. Parents have also shared their own work experiences and skills to support and enhance learning in all classes. The school holds an annual world of work week to ensure children gain valuable insight into employability skills. As they continue to refresh their pathways, teachers should embed skills for learning, life and work across the curriculum.
- The school has recognised the need to improve digital learning. Staff should now continue to develop their strategy to integrate digital literacy into all aspects of the curriculum and ensure children access a range of digital tools.
- There is a strong partnership with Rosyth Community Hub. The school should build on this partnership to improve further children's opportunities for quality outdoor learning.

## 2.7 Partnerships: Impact on children – parental engagement

- Parents are supportive of the school and enjoy visiting regularly for social, fund raising and learning events. The Parent Council is active in arranging and leading school fayres, discos, movie nights and World Book Day. Parents and staff consult children on the nature of these activities. Parents have been supportive in sharing information about their jobs during world of work week. Parents regularly support educational excursions.
- Staff use a range of approaches to ensure parents and partners are kept informed about the work of the school. School leaders recognise that parents could be more involved in identifying, planning and evaluating school improvements. They could be involved in refreshing curriculum topics and developing outdoor learning.
- Staff strive to engage parents in their children's learning. Children share their targets with parents each term. The monthly 'learning journey' informs parents of curriculum learning plans for each class. During the school year parents are invited on three occasions to share learning in school. They join the learning in their child's class, and experience what it is like to be a learner. Themes for sharing include mathematics, IDL and literacy. Feedback from parents notes that these opportunities support them to understand learning and teaching approaches, and enable them to support children's learning at home more effectively. Regular homework challenges offer children opportunities to engage in interesting and fun activities at home with their families. Children choose the order they undertake the challenges, and most are achievable without complex materials or cost to families. Parents also appreciate opportunities to engage with class teachers about their child's progress.

## 2.1 Safeguarding

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



### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all children to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- School staff know children, their families and the community very well. They understand the challenges faced by children and their families. There is an effective whole school focus on developing a caring, nurturing environment where children are respected and valued. Staff's knowledge of children and families is having a positive impact on wellbeing and inclusion for children. Staff have worked with children, staff and parents to establish school values. The values are beginning to feature in a few lessons and discussions across the school.
- School leaders are beginning to use assemblies well to focus on values and wellbeing indicators. As a result of this, children increasingly understand the wellbeing indicators and can talk about their own feelings, health and wellbeing. Children regularly use a wellbeing web, in discussions with an adult, to track and assess their progress. Staff use information from these discussions to plan support for children who may need it. Almost all children feel safe in school and almost all parents report that their children are safe at school. The introduction of activities, and 'zones' in the playground has successfully promoted improved relationships, active play, and reduced conflict during break times. Children at all stages play well together outdoors. Adults in the playground support children well.
- Children talk with confidence about the steps needed to live a healthy life including keeping safe when using the internet. The health and wellbeing pathway supports children to make healthy choices and understand real life challenges in eating well. All children participate in their weekly two hours of physical education. Most children are also active in a range of clubs, including football and netball. The school works well with the Active Schools coordinator, and pupil participation in sports is high. A sports coach works with small groups of targeted children who need support and encouragement to be active and develop motor skills. This is supporting these children to be more confident in physical education lessons and in the playground.
- Older children have a range of opportunities to take responsibility for aspects of school life. This includes as nursery buddies, playground pals and support in the dining hall. The pupil council meets regularly to discuss school improvement and has influenced decisions about playground developments. House captains lead discussions and 'huddles' at assemblies. As a result, children gain confidence talking to large groups, in beginning to express their views and are gaining leadership and organisational skills.
- The school has identified that a few children need support to develop empathy and respect for others. Small groups of children across the school need support to improve engagement and resolve conflicts. Staff are developing confidence in using restorative approaches, but in a few classes, clearer boundaries and standards need to be established. Staff should work as a team to ensure interruptions to learning are minimised.

- Class charters are on display around the school. As the school develops approaches to nurture and positive behaviour management, staff should support children to have more understanding of their rights.
- The school has effective systems in place to identify and assess children who may face barriers in their learning, including those affected by economic disadvantage. Children's needs are identified and supported through individual support plans and targets. Regular reviews include parents and partner agencies. Senior leaders and teachers carefully monitor children's progress and the support they receive. They review interventions as required. Staff use the 'nurture' spaces around the school to offer individual children planned time for therapeutic support and activity. School leaders should continue to monitor withdrawal from class, to ensure children access all areas of the curriculum and spend quality time with classmates. Senior leaders deploy support staff to support individual children and groups in class. They should ensure time is used effectively to improve support for children's learning. A few children experience a fragmented day and work with too many different adults.
- The school has strong relationships with a range of established partners. This includes the pupil support service co-located at Camdean and a range of NHS and local authority specialists. These partners play an important role in identifying next steps and support for children who need extra help in their learning. Partnership with the Rosyth Community Hub supports the school in a range of activities, events and visits for both children and their families. Children at all stages benefit from learning about how to reduce food waste, eat and cook healthily, and the opportunity to enhance their wellbeing in the local orchard and garden. A next step would be to embed these experiences in the school's health and wellbeing curriculum.
- School leaders regularly engage with a range of statutory requirements and codes of practice. They acknowledge that there is potential to support the wider staff group to be up-to-date and aware of national guidance. They should reflect on and implement the most recent information and guidance on bullying, behaviour management, exclusion and equality.
- All staff are committed to inclusion and equality. Senior leaders acknowledge the need to ensure the wider curriculum offers children planned and progressive opportunities to learn about, understand and celebrate diversity across 21<sup>st</sup> century Scotland. Staff ensure no child misses out due to the cost of any feature of school life and access resources sensitively to support families.

## 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all children. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate children's 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 children's achievement
- equity for all children

### Overall attainment in literacy and numeracy

- The overall progress across literacy and numeracy is satisfactory.
- Most children attain expected levels in numeracy and mathematics. The majority of children are attaining expected levels across all aspects of literacy. A minority of children are capable of making better progress across literacy and numeracy.
- Teachers now need to continue to improve their moderation and professional judgement of a level. Teachers are at an early stage of using data effectively to track and monitor children's progress. Further development of moderation activities and linked professional dialogue will support the school's aim to raise attainment for all.

### Literacy and English

- Overall, the majority of children are making satisfactory progress in literacy. The school is at the early stages of moderating children's progress against the National Benchmarks and Curriculum for Excellence levels. The school presented data based on internal moderation of teacher professional judgement of a level. Inspection activity does not validate the attainment data shared by the school. Greater understanding of national standards will support staff to make robust judgements on children's progress and achievement of a level.

### Listening and talking

- Across the school, the majority of children are making good progress in listening and talking. The majority of children listen well to adults. When working in small groups with an adult, they are respectful when others are speaking, wait their turn and are keen to contribute to the discussion. A minority of children would benefit from a more rigorous approach to the teaching of listening and talking to improve their focus and concentration. At early level, the majority of children interact well with one another and are beginning to listen for sustained periods and follow instructions. At first level, most children respond well to class discussion and are respectful when other children are talking. At second level, the majority of children articulate their views and offer suggestions confidently when asked direct questions.

### Reading

- The majority of children are making satisfactory progress in reading. A significant minority of children could make better progress. The school has correctly identified the need to improve the quality of differentiation in reading across the school.
- At early level, almost all children enjoy listening to stories and identify, match and generate rhyming words with increasing complexity. At first level, the majority of children identify favourite genres and talk about their reading preferences. At second level, most children read fluently and with confidence. Children talk about a variety of genres, the features associated

with them and the main ideas of known texts. At first and second level, children are not yet confident in responding to literal or inferential questions.

## Writing

- The majority of children make satisfactory progress in writing. At the early level, the environment is well structured and resourced to provide writing experiences across the curriculum. A minority of children are writing independently during their play. They would now benefit from more regular and structured opportunities to write and apply their knowledge of sounds and blends to their writing. Most children at first level create a range of short and extended texts across a variety of genres using correct punctuation. At second level, children are insufficiently skilled in crafting text. Effective practice included regularly providing children with stimulating writing contexts to write for a range of purposes and audiences.

## Numeracy and mathematics

- Attainment in numeracy and mathematics is good, with most children making appropriate progress. A minority of children are capable of making better progress. Children do not yet apply their skills regularly enough in real life contexts.

## Number, money and measure

- At early level, most children recognise numbers and complete word problems using simple addition and subtraction. They recognise coins up to £2 and apply addition and subtraction skills when using coins up to 10p. They are less confident linking daily routines and personal events to time sequences. At first level, most children solve addition and subtraction problems of three digit numbers with accuracy. Most children use knowledge of everyday objects to provide reasonable estimates of height. A few children recognise that different shapes can have the same area. At second level, most children confidently round numbers to the nearest 100, 10,000 and 100,000. Most children compare costs and determine affordability within a given budget. Most read and record time correctly in both 12-hour and 24-hour notation. They are less confident converting 24-hour time to 12-hour time.

## Shape, position and movement

- At early level, most children recognise and name common two-dimensional shapes and three-dimensional objects. They successfully describe these shapes and objects using mathematical language. Most children at first level know that a right angle is ninety degrees. They find right angles in their classroom environment and within well-known two-dimensional shapes. Most children also describe, plot and use accurately two figure grid references, demonstrating knowledge of the horizontal and vertical location. At second level, most children use appropriate vocabulary to describe two-dimensional shapes and angles.

## Information handling

- At early level, most children contribute to pictorial displays where one object represents one value. They are less confident interpreting simple graphs and applying their skills to real life contexts. Most children at first level select an appropriate way to gather and sort information. They confidently ask and answer questions to extract key information.

## Attainment over time

- The school has steadily increased attainment in literacy and numeracy over the last three years. The school uses standardised assessment data and regular class assessments to support teacher judgements about children's achievement. Regular meetings between teachers and senior leaders focus on tracking attainment in each class. Senior leaders use a tracking tool to monitor children's literacy and numeracy progress across the school. They are not yet able to identify clearly interventions that are having a positive impact on children's attainment. Senior leaders should now analyse data to evaluate the effectiveness of interventions. They should track particular cohorts of children more effectively and identify

trends across the school. Senior leaders should ensure that the moderation of children's writing is a focus for improvement.

### **Overall quality of children' achievements**

- The school community recognises and celebrates children's achievements at assemblies. Children have a few leadership opportunities in school including pupil council, house captains and reading buddies. This is helping them to develop leadership and organisational skills. These activities are predominately teacher led. Children would benefit from increased involvement in decision making about key school priorities.
- School staff are committed to providing a range of extra-curricular activities for children during and after the school day. This is supporting children to develop a range of sporting, cultural and social skills. School staff link well with the Active Schools coordinator to plan for new sports as part of the range of clubs offered.
- The school introduced an achievement tracker last session and children record their achievements both within and outwith school. Class teachers know children well and use this knowledge to ensure all children have opportunities beyond the classroom. The school is at the early stages of tracking this information. As planned, they should begin to use this data to inform planning and support children to understand the range of skills they are developing.

### **Equity for all children**

- Staff are committed to ensuring that all children are included and supported in the life of the school. Data gathered identifies groups of children requiring additional support taking into account barriers to learning. As a result, all staff have a clear understanding of children's socio-economic backgrounds. They are focused on improving outcomes for children. The school is making a positive impact in removing barriers to learning.
- The school is developing an understanding of where there are gaps in attainment. There are interventions in place to help raise attainment in literacy and numeracy and improve children's emotional wellbeing. Senior leaders and teachers track children's progress termly. Data does not clearly identify which strategies are having the greatest impact on children's progress. Senior leaders should now rigorously evaluate the impact of targeted interventions.

## Choice of QI: 2.5 Family learning

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

- The school is committed to supporting all children and their families to learn and thrive together. Staff know the school community well, and understand the challenges families face across the school year. They are aware of local demographics. They seek out learning opportunities for all, and for those affected by barriers to learning. Parents feel welcome in school and are comfortable to seek advice and support as required.
- A family learning notice board, and use of social media, ensures parents and children are aware of opportunities for all. Staff make sure parents are aware of and have access to learning offered by Fife Council, including adult literacy classes.
- The school consulted parents about the types of learning they would most appreciate. This has recently included requests for a focus on fitness, cookery and self-defence. Families have enjoyed opportunities to learn dance, participate in the 'Goblin Car' project and literacy project. The family cooking club, supported by Rosyth Community Hub has proved very successful. Feedback from children and parents is very positive. As a result, more parents access a range of support and learning.
- School staff take appropriate steps to target support for individual children and families. This includes securing opportunities for children to attend holiday clubs, which allows parents to stay in employment.
- Staff support parents to engage in many ways in their children's learning and life at school. Parents and carers very much appreciate the many ways they are encouraged to be involved in school life. They talk of increased confidence in tackling new learning, and of feeling more able to access help and support.

## 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.