

# Summarised inspection findings

**Winchburgh Primary School and Nursery Class**

West Lothian Council

11 February 2020

## Key contextual information

Winchburgh Primary School and Nursery Class is a non-denominational school situated in the village of Winchburgh. The school currently shares its campus with Holy Family RC Primary School. The school has a roll of 255 children across 12 classes. There has been significant growth within the community over the last few years which has resulted in a rising school roll.

### 1.3 Leadership of change

very good

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 learners. 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

- The headteacher has been in post for 18 months. During this time, he has developed a clear understanding of the school's improvement journey and identified accurately the next steps for further improvement. He is successful in developing positive relationships across the school and its wider community. The headteacher demonstrates strategic leadership and has clear aspirations for all children. He has implemented successfully a positive ethos and culture of improvement in the school, through very well managed pace of change. Staff in promoted posts support effectively the work of the school through clear remits. Collectively, they have developed a culture of empowerment for staff to take ownership of leadership of change and improvements for the school. This is resulting in positive learning experiences for children and children's improved skills in resilience.
- Staff and senior leaders have a good understanding of the social, economic and cultural context of the school. Senior leaders use this information well to ensure that strategic planning meets the needs of this growing community. Together with all stakeholders, staff have worked recently to review the vision, values and aims of the school. This vision of 'every learner achieving their full potential' is now central to the work of the school. All staff model regularly and exemplify the school values of kindness, effort and respect. These are visible across the school and understood by the school community. As a result, almost all children can discuss in detail how the school values impact on their learning experiences.
- Senior leaders use self-evaluation approaches well to inform the school improvement plan (SIP). This focuses on a small number of appropriate priorities, agreed with staff. Teachers demonstrate an increasing ownership of the plan. The current SIP has clearly defined priorities that focus appropriately on actions to improve children's attainment. This includes developing approaches to literacy and ensuring consistency in terms of learning, teaching and assessment. In addition, there is a clear focus on improving children's wellbeing. As a result of previous planning, teachers now use more effective approaches to support them deliver mathematics and numeracy across the school.
- Through the headteacher's effective leadership, there is a culture of collaborative leadership throughout the school. Teachers are empowered in deciding the priorities for improvement, based on evidence from collective self-evaluative activities. Recently, teachers created clear expectations linked to high quality learning and teaching. Senior leaders use this well to

support a range of self-evaluation activities with a clear focus on raising children's attainment in literacy and English language, numeracy and mathematics and health and wellbeing. Senior leaders' feedback from class observations supports teachers to identify strategies to improve their teaching. Senior leaders communicate effectively to support teachers in identifying change in their own practice and across the work of the school. Together with staff, they are improving the learning environment, developing consistency in learning experiences and establishing consistent nurturing approaches to help support children's wellbeing.

- All staff have opportunities to lead aspects of school improvement through agreed action plans. The headteacher supports staff effectively in taking responsibility for curriculum leadership, school committees and councils. These activities all link well with the school's improvement priorities. Senior leaders engage teachers effectively in professional review and development, based on the General Teaching Council for Scotland's professional standards. Through this process, they help to facilitate change with staff. They are proactive in supporting a wide variety of opportunities for staff's career long professional learning, including leadership development of staff. All teachers engage well in professional learning and commendably, a few teachers are engaging in further study. Teachers value protected time for professional dialogue, collegiate learning and self-evaluation. Senior leaders should continue to increase involvement of all staff in the process of change and develop more opportunities to share effective practice with them to support further improvement.
- Children speak positively about their opportunities to engage in the life of the school through learner participation groups. They have a good understanding of how this relates to the work of the school. Children are beginning to be more involved in school improvement and self-evaluation through regular assembly discussions and the pupil forum. At P7, children used recently *How Good is OUR School?* to gather children's views on learning and teaching. Senior leaders should continue to use the views of children as part of the school's self-evaluation process. This should support their understanding of how they can contribute to the development of high quality learning experiences across the school.
- The headteacher has developed a wide range of important community partnerships. These include working with the cluster active schools coordinator, close links with the local community development trust and valuable partnerships with local business. This supports positive engagement with the wider community and helps to enhance children's experiences. Parents are becoming more involved in school improvement. The headteacher seeks regularly views of parents through, for example, surveys on homework or the school's vision, values and aims. The school also benefits from a supportive parent council who engage well in aspects of school improvement. There is potential for parents and partners to be involved further in evaluative activities in relation to school improvement.

## 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

- There are strong positive and supportive relationships between adults and children. Almost all staff know the children well. They have developed their knowledge and understanding of the principles of nurture and are beginning to embed these in daily practice to support children's readiness to learn. In most lessons, teachers create calm and purposeful learning environments. Most children are polite, well-mannered and proud of their school. Restorative approaches are being implemented by all staff to promote a positive school ethos.
- Across the school, almost all children engage positively in their learning. They listen well to staff and contribute appropriately during lessons. Children respond particularly well to the opportunities to work in pairs and in groups. Children at the early stages show independence in learning and approach tasks and activities with enthusiasm and confidence. They benefit from active learning approaches. When individual learners require additional support, staff have a range of agreed strategies in place. Pupil support workers know the children very well and support effectively their learning. Senior leaders should continue to review their deployment to ensure that their time in school is maximised to meet children's needs across the school.
- Staff worked collectively to construct the 'Winchburgh Learning and Teaching Overview'. This supports teachers well in sharing a clear understanding of expectations for learning and teaching. Teachers use this to help improve consistency in children's learning experiences. They worked collaboratively with other staff from the shared campus to share experiences and develop further these expectations. As identified, senior leaders should continue to check these expectations in daily practice to ensure improved consistency for learning across the school.
- In most lessons, teachers share the purpose of learning and demonstrate how children should be successful in their learning. This practice is not yet fully established across all classes. Teachers should ensure that they provide clear expectations and instructions which link closely with children's learning activities. They should also involve children in co-creating how they demonstrate success.
- In all lessons, teachers use questioning to help children understand what they have been learning. In a few lessons, teachers use questioning skilfully to explore a range of responses and strategies allowing children to justify and explain their answers. Across the school and in all lessons, teachers should build on this practice to ensure that their questioning helps children to develop higher order thinking skills which extends their learning.
- Teachers use interactive whiteboards well to support learning. Children are beginning to use digital technologies more regularly to enhance and extend their learning. At the early stages, children use tablets appropriately to record and share their learning with peers. In a few classes, children use QR codes and videos to explain learning to a wider audience. Teachers

should extend further the range of technologies used across all stages to support children's learning.

- In a few classes, children make regular choices in their learning. Staff encourage children to share what they already know about a topic and take account of the areas they would like to explore. At the early stages, children engage well with a range of choices in how they learn. For example, children effectively undertake 'Must Do' learning activities alongside self-selected tasks during the school day. Teachers should now continue to increase opportunities for children to lead their own learning across the school.
- Most teachers successfully engage children in reflecting on their own learning through online learning profiles. Parents access these profiles regularly and comment on learning. Senior leaders should ensure teachers use learning profiles consistently across the school to support meaningful conversations with children about their progress.
- Teachers use a range of formative and summative assessment strategies successfully to evaluate and plan for children's learning. Senior leaders have regular professional discussions with teachers on children's progress and raising attainment. These 'Excellence and Equity' meetings support teachers in considering and planning how to most effectively meet children's needs. Those who are not on track are discussed which results in focused and planned interventions for individuals. Staff are beginning to use holistic assessments. This is not yet embedded fully in practice.
- Teachers participate in helpful moderation activities with stage, school and cluster colleagues. Where there is more than one class at each stage, they work collaboratively to plan and assess learning. These practices are leading to greater confidence in making professional judgements.

## 2.2 Curriculum: Learning pathways

- Teachers have reviewed and adapted local authority progression pathways for literacy and English, mathematics and numeracy and health and wellbeing. They have linked these pathways closely to the National Benchmarks. Teachers use the pathways effectively to plan, track and monitor children's entitlement to the broad general education. These programmes build successfully on children's prior learning. The totality of planning for literacy and English, numeracy and mathematics and health and wellbeing provides clear direction for teachers and ensures progression in learning for all children.
- Senior leaders and staff created a meaningful curriculum rationale which reflects the ambitions for all children. This also incorporates successfully the school's vision, values and aims. Teachers plan learning activities which reflect relevant groups of experiences and outcomes. There are a number of well-planned experiences for children to learn about their local environment through relevant learning contexts.
- Staff support transition into P1 by establishing 'buddies' and carefully considering the early level learning environments to reflect and develop on children's nursery experiences. Play and independent learning is a key feature of the early level experience for children. Staff work collaboratively to ensure the transition from P7 to Linlithgow Academy is well managed. This includes extended transition activities for children who require additional support. Teachers regularly share key information between classes to ensure continuity in children's curricular experiences across the school.

## 2.7 Partnerships: Impact on learners – parental engagement

- See choice QI.

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

### 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 learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All staff have established a nurturing, supportive learning environment which demonstrates the school's vision, values and aims. This supports positive relationships amongst children and staff. Most children discuss that adults treat them with respect and the majority of children feel that their peers treat them respectfully. Children report having key staff members they can talk with. The recently introduced 'Go to adult' system ensures all children identify a staff member they can approach with any worries or concerns. Children speak positively about this and recognise the benefits it presents. This supports most children to feel safe and happy in school.
- Staff identify well-planned approaches to support the development of children's skills in managing their emotions. This is leading to improved engagement in learning for most children. In all classes, teachers establish class charters, linked to the school's vision, values and aims. However, children are not yet able to discuss the connection with rights based learning. Staff have participated in a range of professional learning opportunities to support their understanding of nurturing approaches. As a result, most children engage well in supportive conversations when resolving difficulties.
- Teachers and support staff have a good understanding of the wellbeing indicators. Most children are familiar with these indicators. They self-report termly using the indicators and describe appropriately how this contributes to their wellbeing. Teachers use a range of agreed approaches to support children with resilience and self-regulation. This helps ensure there is consistency in practice across the school to support children's needs. All staff have a shared understanding of the importance of wellbeing and the impact this has on each child.
- Senior leaders and staff identify and agree a range of targeted supports. This ensures children benefit from different interventions to support their learning and wellbeing. Individual behaviour response plans are in place for a few children. These include helpful prompts and reminders to ensure consistency in approaches across the staff team. Staff should continue to develop plans which clearly identify learning targets with defined outcomes specific to individual children. They should also continue to review targets regularly to measure progress and impact of interventions and agree next steps with children and their parents.
- Senior leaders have a good understanding of statutory requirements in relation to wellbeing, equality and inclusion. The school has effective procedures for identifying and supporting children who may require additional support. Plans for differentiated support for children are in place in most classes. Teachers use individual education plans for a few children, with appropriate targets in place. They involve parents in planning meetings and include children's views when agreeing targets and next steps. Children should be more involved in setting their own targets to help them take ownership of their learning. Staff engage well with a range of partners, such as psychological services and outreach services, which help support them in addressing barriers to learning. Senior leaders should develop a whole school overview of the

needs of all children to identify appropriate supports for key groups of children and prioritise any training needs for staff.

- Children are developing a range of effective strategies to enable them to make improvements to their own wellbeing and that of others. Staff develop well children's resilience and emotional literacy through class teaching, targeted group work and individual supports. Most children speak confidently about their emotional wellbeing. 'Emotions check-in' takes place in all classes and supports children in recognising how their feelings affect their actions and overall wellbeing. In addition, staff revised recently the positive behaviour policy and playground charters in consultation with staff and children. Both clearly set out the school's effective approaches to supporting positive behaviour. Senior leaders acknowledge the need to develop all parents' and stakeholders' understanding of these policies and the approaches that underpin them.
- All classes benefit from their entitlement of two hours quality physical education each week. Teachers use outdoors spaces well to support aspects of the curriculum. This impacts positively on children's physical wellbeing. Through partnership working with the active schools coordinator and local community groups, children engage successfully in a wide range of physical activities at lunchtimes and out with the school day. Most children feel that the school is teaching them to make healthy choices. Staff are beginning to track children's attendance and their participation in the different clubs and activities. Older children gain valuable leadership skills through their roles as Sports Leaders, head pupils, house captains, digital leaders and buddies. Teachers should support children to track the skills they are developing through these roles, including those for learning, life and work.
- Children learn appropriate key skills linked to resilience, internet safety, anti-bullying and anti-racism through progressive experiences across all stages. Children learn about diversity through classwork, 'Gather Rounds' and school assemblies. Senior leaders should continue with plans to develop a robust equality and diversity policy that reflects the changing nature of society. This should help to support children to recognise and celebrate the differences within their school community.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being fulfilled. The school ensures access to free drinking water throughout the day, promotes the school meal service to parents and children and protects the identity of those entitled to a free school meal. The nutritional analysis of the planned three-week lunch menu shows that there is still some further work required to comply fully with all aspects of the required standards.

## 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

- The overall quality of children's attainment in literacy and English and numeracy and mathematics is good.
- Data provided by the school for session 2018/19 shows that almost all children at P1 and most children at P4 achieved expected Curriculum for Excellence (CfE) levels in literacy and numeracy. The majority of children at P7 achieved the expected CfE levels in literacy and English and numeracy and mathematics. The Inspection Team agreed with teachers' professional judgements for achievement of a level.

### Literacy and English

- Overall attainment in literacy and English is good. Most children are making appropriate progress. At first and second level, children need to develop further the range of strategies to support them to understand different texts. They should also write more regularly across a range of genres.

### Listening and talking

- At early level, almost all children listen and respond well to others and use gestures and appropriate body language. They recount experiences, stories and events in a logical way and answer questions about texts to show understanding. At first level, almost all children build well on the ideas of others and contribute at appropriate times. They are beginning to develop different techniques when engaging others. At second level, most children show respect for the views of others and contribute relevant ideas which build on different responses. They are beginning to respond appropriately to a range of literal and evaluative questions to demonstrate their understanding of different texts.

### Reading

- At early level, almost all children identify the features of a text. They read aloud familiar texts with attention to simple punctuation. At first level, most children explain a preference for a particular text or author. They use a range of word recognition strategies to help them understand texts and identify the main idea of different types of text. Children need to develop a range of reading strategies to support their understanding of aspects of the writers' style. At second level, the majority of children read well with fluency and expression using appropriate tone. They use a range of reading strategies appropriately to help them understand texts and organise notes using their own words for the most part. At second level, not enough children are progressing well in reading. They need to develop their understanding of different types of texts and genres through effective use of higher order questioning.

### Writing

- At early level, almost all children form most lower case letters legibly. They are starting to use a capital letter and full stop in at least one sentence. At first level, most children demonstrate a

range of punctuation and use paragraphs well to separate ideas. They use appropriate vocabulary and language for specific purpose. Children need to develop their skills further when writing across a range of genre. At second level, the majority of children select the appropriate structure and style across a range of genre. They make and use notes to create new text and demonstrate an understanding of a range of punctuation. At second level, children have the capacity to produce writing of a high standard. They need to act regularly upon feedback to enable them to review and improve their writing.

### **Numeracy and mathematics**

- Overall, children's attainment in numeracy and mathematics is good. Most children are making appropriate progress. Children require an appropriate breadth of experiences to develop the range of skills necessary to understand and apply their learning.

### **Number, money and measure**

- At early level, almost all children sequence numbers well, count in 2s, 5s and 10s and add and subtract two digits within 20. They recognise coins and understand how to use these to pay for items up to 20p. Almost all children name the days of the week in sequence. At first level, most children explain a few strategies to perform calculations. They add and subtract accurately and use multiplication tables to solve problems effectively. They are less confident when working on division and need to develop their skills further in fractions. Most children name units of measure correctly and describe when to use a range of instruments. They need to develop their understanding of area. At second level, the majority of children round whole numbers to 1000 and 10 000 and explain the link between a digit, its place and its value. The majority of children understand negative numbers and know when they use them. They need to improve their skills and progress on fractions.

### **Shape, position and movement**

- At early level, almost all children name simple two-dimensional shapes and recognise these in everyday situations. They are less confident in naming three-dimensional objects. At first level, most children recognise a range of two-dimensional shapes. They are less confident in describing the properties of three-dimensional objects. A few children recognise right angles. At second level, the majority of children discuss properties of a wide range of two-dimensional shapes and three-dimensional objects. They recognise a range of angles. Children need to measure and draw accurately a range of angles and develop their understanding of supplementary and complementary angles.

### **Information handling**

- At early level, almost all children interpret simple graphs, charts and signs. They sort objects confidently according to different criteria. At first level, most children extract key information from charts, bar graphs and tables. At first and second level, most children demonstrate good understanding of probability. At second level, the majority of children collect, organise and display information in a variety of ways. Across first and second level, children need to develop their skills in interpreting data and reaching conclusions. Across the school, children need to develop and apply their skills in information handling, including the use of digital technologies.

### **Attainment over time**

- Data available over the last three years demonstrates that attainment in literacy and numeracy at early and first level has largely remained consistent with most children making good progress in their learning. At second level, data shows a decline in attainment over time. A few children at this level could be achieving more and could cope with more challenge and an increased pace of learning. The headteacher makes effective use of tracking information to monitor children's progress with teachers. He makes strategic decisions using a range of data which identifies targeted support and interventions. Teachers review these interventions on a

regular basis through excellence and equity meetings with senior leaders. This is beginning to show a positive impact on attainment in literacy and English and numeracy and mathematics at first and second level. Senior leaders are not yet tracking attainment across all areas of the curriculum.

### **Overall quality of learners' achievements**

- Children engage in a broad range of experiences to help them develop important skills. These include a range of leadership groups and ongoing work with partners, clubs, activities, and engagement in the local community. Through these, they are developing confidence, leadership skills and an understanding of how to work effectively with others towards shared aims. Staff celebrate children's wider achievements on noticeboards throughout the school, through social media and at regular assemblies. Teachers are not yet tracking children's participation to ensure all children are included in the range of experiences offered. They should also develop children's awareness of the skills they are gaining both within and out of school.

### **Equity for all learners**

- Staff have a clear understanding of children's barriers to learning. Senior leaders monitor attainment for all children within the school, including identified groups and cohorts. They provide appropriate interventions to address children's needs in literacy, numeracy and health and wellbeing. The Pupil Equity Fund (PEF) has enabled a range of universal and targeted supports to ensure equity for all learners. Senior leaders appointed a staff member who has responsibility for PEF related targeted support for specific groups of children. There are early signs of positive impact on children's progress in literacy, numeracy and wellbeing at first and second level. Senior leaders and staff should now continue to monitor and gather robust evidence on the range of interventions and the impact on outcomes for children to help secure their progress and improve their attainment.

## Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- Almost all parents recognise and appreciate the welcoming ethos that exists within the school. They share suggestions, opinions or concerns with staff and most parents recognise that staff act upon their views. A few parents would welcome more information about their child's learning. The active Parent Council supports the work of the school through fundraising and is involved in determining priorities for school improvement. Most parents are positive about the work of the Parent Council. Staff involve parents in their child's learning through activities such as 'Learning Showcases' and 'Book Sharing' sessions.
- Staff engage effectively in professional learning and moderation sessions with staff from learning community schools and their joint campus partner school. Their involvement in these is helping them to develop and improve teacher judgement, consistency of their approach to planned learning and shared standards. Staff have worked effectively with the local secondary school and active schools coordinator to provide a comprehensive transition programme. This supports children's learning and helps develop their social and emotional wellbeing.
- Staff have participated in a range of professional learning opportunities provided by partners such as the speech and language therapists and the Inclusion and Wellbeing Service. As a result, staff feel more confident and knowledgeable when planning and delivering interventions to support learners, including those with additional needs.
- Staff use partnerships well to enhance children's learning experiences. The school chaplain supports staff and learners within the school. He is involved in school assemblies and contributes to the delivery of the religious and moral education curriculum. The establishment of a golf programme in association with a local amateur golf club facilitates children's skill development and strengthens links with the community. Children's involvement in a project facilitated by the Winchburgh Growers Group has enhanced the school grounds. The school's partnership with contacts made through the local development group has provided a relevant real life context for children to explore skills for work and life.

## Practice worth sharing more widely

The recently developed Play Strategy sets play firmly within the context of learning. Children in the early years have good opportunities to plan and personalise their learning through choice of learning activities. Staff should now adapt and develop this approach across all stages of the school.

## 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.