

Summarised inspection findings

Uphall Primary School

West Lothian Council

14 May 2019

Key contextual information

Uphall Primary School is a non-denominational school set within the village of Uphall in West Lothian. It serves the areas of Uphall and Ecclesmachan. The school is set within the Broxburn Academy cluster. The school has 14 classes. There are no composite classes.

In recent years, the school has experienced a number of changes in leadership, including acting headteachers. In August 2017 the current headteacher was appointed. In addition, the school continues to face a range of staffing issues.

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 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 school community has recently focused on reviewing and refreshing a shared vision, values and aims relevant to the Uphall Primary School community. The TEAM UPS strapline (Together everyone achieves more - Uphall Promotes Success) is prominently displayed across the school. The leadership team is taking action to embed the revised vision, values and aims in the life of the school. For example, through assemblies focusing on individual values and what these mean to children's lives. Teachers are beginning to make connections between the school's values and children's learning. There is scope for this to be an integral part of school life for children.
- The headteacher and her depute are committed to and have worked effectively to promote a positive image of the school across the wider community. The staff team has a shared understanding and commitment to the central role the school plays in the community. As a result, staff have a developing awareness of the social, and economic context of the school. They know individual children and families well. They now need to use this information more clearly to focus on achieving the biggest impact on children's progress.
- The school is taking early steps to become more data rich. We would encourage all staff to actively engage in the analysis and evaluation of intelligence and data to enhance their planning. This will support an understanding of current local and national agendas for achieving excellence and equity. Whilst staff are reflective, there is now a need for the whole school community to work together with stakeholders to turn the shared vision into a sustainable reality which is embedded in the life of the school.
- The school has identified areas for appropriate use of Pupil Equity Funding (PEF) to support improvements in literacy, numeracy and health and wellbeing for children facing barriers to their learning. Staff use an appropriate range of data to inform decisions including socio economic factors. A wide number of initiatives have been introduced. Early indications suggest that children are enjoying reading more frequently, a few children's agility in mental calculation is improving and a few children are more frequently ready for learning in classrooms. The

school regularly monitors and evaluates these initiatives in terms of more measurable, positive and focused impact on children's attainment.

- The leadership team has a 5 year plan for self-evaluation taking into account How Good is Our School? (4th edition) (HGIOS4). Working together, staff have engaged in this ambitious programme of school self-evaluation. Using this information the leadership team has designed a school improvement plan. This focuses on raising attainment in literacy, numeracy and health and wellbeing, increasing skills for life learning and work, and developing further its quality assurance processes. This has led to the introduction of a significant number of initiatives to improve learning and teaching and raise attainment for all. The school should review the number and frequency of new initiatives focusing on a few developments which will have the greatest impact on learning and teaching leading to improved attainment for all. There is an opportunity, in doing so, for the leadership team to model best practice. This will provide time for the most important initiatives to be introduced effectively, monitored for impact on children's learning and embedded into the life of the school to raise attainment for all. The headteacher, supported by her leadership team, should develop a collegiate approach to ensure that staff play a key role in the operational and strategic direction of the school.
- Expectations and standards of work are too variable across the school. Together as a team, senior leaders and staff should agree what good learning and teaching looks like at Uphall Primary School. In doing so, the school should develop clear and ambitious standards for all learners at all levels.
- Teachers benefit from an annual Professional Review and Development (PRD) meeting, this is linked to the General Teaching Council for Scotland standards. The school is at the early stages of using quality assurance processes effectively to lead learning and teaching. The headteacher has in place a quality assurance calendar to monitor and track the work of the school. However, lesson observations do not always provide teachers with feedback on how they can improve pedagogy. There is scope to provide high quality feedback which builds capacity in learning and teaching across the school. Teachers would benefit from observing learning and teaching across the local authority and beyond.
- Staff at all levels are beginning to engage in a range of professional learning activities. This is leading to staff having a greater understanding of, for example, the need to improve children's literacy and numeracy skills. The school now needs to more effectively evaluate how professional learning is leading to improvements in the work of the school. The school should continue to ensure future professional learning opportunities arise from improvement priorities identified in the school improvement plan.
- Staff are beginning to take on leadership roles across the school. Whilst the leadership team oversees school improvement working parties staff are involved in taking forward school improvement priorities. There needs to be better processes and structures in place to support more effective leadership of change at all levels. This may include practitioner enquiry to review and refresh pedagogical practice. An example of this work is the small tests of change that teachers are using to review their approaches to emotional wellbeing. They should continue to reflect on and self-evaluate their practice to bring about improved outcomes for children.
- During the last session, a majority of children undertook leadership roles relating to school improvement. This year, senior children buddy with young children to support transition from nursery to school, and a few children join the leadership team to periodically review the learning environment. A few engaged in the use of How good is OUR school. The newly appointed principal teacher plans to take forward increased opportunities for children to lead change more frequently across the school.

2.3 Learning, teaching and assessment

weak

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

- Relationships between staff and children across classes are generally positive. A number of support staff work across the school to provide targeted support for children. Children enjoy learning when activities are well matched to their needs and provide appropriate challenge. In too many classes, the learning is too slow and does not ensure the pace of learning is appropriate for all children. This, at times, is resulting in children becoming disengaged. There is now a need to ensure that tasks for all individuals are planned for at the right level across all classes and that staff have high expectations for all children.
- Teaching approaches across classes do not provide sufficient opportunities for children to be actively involved in their learning. In too many classes, children are passive in their learning and there is too strong a focus on teacher led, whole class lessons. The school should now ensure that all children have the opportunity to be actively involved in their learning and have a clear understanding of the purpose of learning.
- The majority of children are eager to learn and can work independently when they have the opportunity to engage in motivating learning. However, too many children are distracted in their learning which is leading to low level disruption in many classes. The quality of learning and teaching is too variable across classes. The school should focus on effective learning and teaching as part of their collegiate work, ensuring a shared understanding across all staff.
- A limited number of formative assessment strategies are being used effectively to develop learning only in the majority of classes. In these classes staff share the purpose of learning with children although teachers do not always refer to and emphasise what children are learning throughout the lesson. Children are not always able to talk about their learning. In almost all classes, questioning does not yet develop deeper learning and does not develop higher order thinking skills. Feedback, when given, is highly variable and is not leading to children understanding what they need to do to improve. The school has identified the need to ensure formative assessment strategies are used consistently across classes in order to improve effective learning and teaching in all classes.
- In a few classes, teachers identify the skills being used to develop learning within a lesson and how this will support children to achieve success. This is not consistent across classes. The school should develop a clear framework to ensure there is a skills progression in learning across the curriculum and that children have a clear understanding of how they can use these skills in a wide range of contexts.
- The school has recently developed a framework to support the structure of lessons within classes. This is based on a '4 part model'. Whilst the framework is displayed in almost all classes, it is not yet evident in lessons across the school. To promote consistency, the school

should continue to focus on developing a shared understanding of this approach by all staff and children.

- The school is at the very early stages of developing an 'assessment model'. This will provide guidance to staff on how a range of assessment methods can be used to ensure progression in learning for all pupils. The senior leadership team should work with staff to ensure a shared understanding of this model in order to implement it effectively across all classes.
- The school has begun to work with colleagues across the cluster to moderate standards in writing. This work now needs to be expanded both at school and cluster level across numeracy and literacy to ensure all staff have a clear understanding of national expected standards and progress.
- The school has recently developed an interdisciplinary learning (IDL) framework from Primary 1 to Primary 7 which will support planning for progression in learning across the curriculum for all children. The senior leadership team recognise that this is not yet embedded across classes and more work is required to ensure a shared understanding of planning for IDL by all staff. The school should ensure that recommended 'themes' identified are relevant and meaningful for their school community and that progress of learning for all children is being tracked and monitored.
- Interactive whiteboards are being used to support the delivery of a lesson in most classes. In a few lessons, digital technology is being used to extend learning and provide support for a number of pupils. There remains considerable scope to develop the use of technologies further in order to enhance learning and teaching across a range of contexts.
- The school has recently introduced progressive pathways across the curriculum. These identify the learning that should be planned to ensure progression within and across levels. Staff have recently begun to engage with these in order to provide a consistency in planning approaches across the school. The plans do not clearly identify how children's learning will be developed across a range of contexts and staff do not yet feel confident in using these planners effectively. The school should ensure that approaches to using these planners are consistent in order to ensure that planned learning is well matched to the needs of all pupils within classes.
- In order to deliver targeted support for individuals or groups of pupils, children engage in a range of activities outwith their classroom. Whilst these are focused on specific aspects of learning, the school should review these groups. This will ensure children are not missing out on core learning within their classes and that teachers have a clear understanding of how to ensure progression for all children in their class.
- The school is at the early stages of implementing the Local Authority tracking system to monitor progress of children across all classes. The senior leadership team has recognised that further work is required in order to familiarise staff with this and embed it within the planning and assessment process. By doing this, the school will have a clearer overview of attainment and progress for all children, including specific cohorts and groups at risk of not achieving.
- The school has introduced Pupil Profiles across the classes. These provide the opportunity to evidence progress in order to engage children in their learning and share achievements with parents. However, these are not well understood by children and the quality of these is variable across classes. There have been limited opportunities for parents to be involved in these in order to find out more about their child's learning.

2.2 Curriculum: Learning pathways

- The school has recently begun to develop a revised curriculum rationale, taking account of the school vision and values. Whilst the staff have been involved in its development, the school should now ensure that their vision for the curriculum is reflected across all classes. There is scope to consult with all children and families to ensure the curriculum rationale accurately reflects the context of the school in order to meet the needs of all learners.
- Curriculum planning takes account of CfE experiences and outcomes. Staff have begun to use progression pathways to plan for all curriculum areas. These pathways have been introduced recently to support teachers in planning for learning across the school. These should support children to build on their prior learning. There is a need to ensure that the school uses these pathways flexibly in order to provide appropriate pace, challenge and support for all learners. Staff have correctly identified that further work is required to ensure these are used effectively to support a clear plan for progression for all learners.
- Whilst almost all teachers are planning for two hours of PE every week, children and parents report that this does not happen consistently and is variable across classes.
- There are examples of children taking on responsibility roles, particularly for senior pupils. Children identify these as examples of demonstrating responsibility which is one of the school's values. Children are proud of their roles and support younger pupils in a variety of ways. However, they are not aware of the leadership skills they are developing and these are not linked to the curriculum or Developing the Young Workforce. There is scope to develop leadership roles for all children, whilst developing their understanding of how the skills that are required to carry out these roles are linked to the world of work.
- The development of play based learning in Primary 1 is at the very early stages of implementation. Teachers have begun to develop learning areas within their classroom and shared areas in order to extend play opportunities. The staff recognise the need to develop their own professional learning in order to take this forward. Linking closely with the nursery will support the continuum of learning across the early level curriculum. This will require a strategic lead from the senior leadership team in order to drive and support improvement.
- The school has recognised the need to plan for learning across the curriculum within a range of contexts. Their recently developed IDL framework is not yet embedded across classes and work should continue to develop staff's understanding of IDL and opportunities for developing literacy, numeracy and health and wellbeing across the curriculum. The school has begun to involve children in planning for learning within IDL. This is at an early stage and should become more consistent across classes, ensuring children have a good understanding of how they can influence learning.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and partners were consulted on the refreshed vision, values and aims statement. From parents who responded to the pre-inspection questionnaire, the majority are happy with the school and most believe that they are kept informed about the work of the Parent Council. A minority of parents agree that they receive helpful, regular feedback about how their child is learning and developing, for example, informal feedback, reports and learning profiles. The current School Improvement Plan (SIP) includes an audit of the family learning engagement tool as a priority and this should start to address issues surrounding parental engagement and communication. The school's ambition is to be responsive to the needs of all children, parents and families.
- The Parent Council actively supports the work of the school and promotes the involvement of the wider parent forum. The group continues to seek ways in which to engage an increasing number of parents to support children's learning. For example, this includes funding excursions and running the Credit Union initiative. Partners who responded to the pre-inspection questionnaire would appreciate more opportunities to network, share practice and participate in joint training and development.

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

satisfactory

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

- Almost all children feel valued, respected and cared for by staff who are committed to creating a learning environment with a positive, nurturing ethos. Children are courteous, polite and welcoming to visitors in schools and the majority are eager to learn. They will readily share their views when asked. Most recognise where their views have been sought and actioned, for example, the new school uniform and appreciate opportunities to undertake leadership roles. The responsibilities accompanying these positions need to challenge children and allow them to increase their skills.
- Children, particularly in the upper stages are well informed about initiatives which are helping them understand and develop language around emotional wellbeing and to recognise their response to feelings and emotions. As a result of these approaches, children are becoming more able to discuss their feelings with each other and are beginning to use newly acquired strategies to resolve conflicts with their peers. However, a few children raised concerns about feeling safe and a few children also had concerns about how effectively the school deals with bullying. Many of the schools approaches to improving wellbeing are in the early stages. Staff should continue to a consistent approach to promoting positive relationships.
- Staff know children and families well and have a strong understanding of the local community. As a result, they are sensitive to wellbeing needs and gradually this is resulting in positive outcomes for children and their families. The school is using the Getting it right for every child (GIRFEC) wellbeing indicators as an increasingly effective approach to identify and support the needs of individual children. Children are nurtured well by most staff and other practitioners. Senior staff described the revisited school values as helping to promote their shared vision that puts the health and wellbeing of children at the forefront of discussions and planning. In discussions with staff, there is an awareness of a shared understanding of their responsibilities in relation to GIRFEC. They are beginning to use the wellbeing indicators effectively to explore their meaning with children and assess where barriers to learning might occur. Many of these approaches are showing early positive signs but need longer to fully embed and assess impact. Staff are clear about their role and responsibilities regarding keeping learners safe.
- The health and wellbeing policy is in the early stages of being developed. In discussions with staff, they demonstrate a sound understanding of the local context and the varied needs of the learners. Most children participate in and enjoy physically active play during morning break and at lunchtimes. They are aware that being active is an important part of a healthy lifestyle and many take up the additional opportunities available to attend school-run after school clubs and activities. The school should ensure that physical activity is supported by children's weekly entitlement to two hours of high quality PE curriculum, developing the skills which will support children's continued participation in a range of activities and sports throughout and beyond school.

- There are new approaches to track children's wellbeing in P1, P4 and P7 and in a few occasions this is being used well to provide support. This needs time to embed in order to view the impact over time.
- Staff actively welcome the opportunity to progress new initiatives that benefit the emotional literacy of learners. They are very ably assisted by the pupil support workers in this respect. As a result, children are becoming more aware of their emotions and developing a range of strategies to help them cope when facing challenges. This has improved engagement and conflict resolution for targeted groups.
- Relationships in class are positive and generally supportive. Although it is clear that teachers are deeply committed to improving outcomes for children, this needs to be extended to ensure all children are consistently included in learning. Setting tasks to meet the needs of all children is required to ensure that all children feel a sense of success in their learning and that they are appropriately supported and challenged. On occasions, some individual children are disengaging and are therefore at the periphery of learning and their needs are not being met. Higher achieving children are not always being fully challenged and at times, the pace of learning is too slow, being dictated by the worksheets and planning formats.
- All children would benefit from a progressive, skills based programme of practical food activities. There is a need to look at the lunchtime experience for all children and how this can be improved. Staff need to be consistent in the use of the current dietary guidance and tools used to deliver learning around nutrition.
- The quality of children's' experiences are improved by visual timetables and an appropriate range of strategies to support engagement. This is not yet being offered in a consistent way to those children in need of this support.
- Senior staff are aware of their responsibilities with regard to relevant legislation. There is a process in place to identify children requiring individualised educational profiles and these are in place with associated targets and dates for review. These contain a range of long and short term targets, however, it is unclear how these are leading to progress for all children. The targets need to be based on effective assessment information with relevant and achievable targets. Staff would benefit from training to ensure that these meet best practice expectations and in so doing, ensure that information from other relevant planning sources is accessible and leading to improvements without becoming overly bureaucratic.
- There is a positive behaviour management approach that links to the rights of the child and is supported by class charters. A positive relationships policy has also been introduced this session. Most children understand and respond appropriately to the sanctions and rewards. In taking these areas forward, it will be important that the school ensures all continue to children are meaningfully involved. This will help develop an understanding of their rights as outlined in the United Nations Convention on the Rights of the Child and what this means for them in their daily lives.
- PEF has been used for a variety of interventions, including a nurture focus that has been used well to provide a safe space for children needing time to reflect and discuss their emotions. The school has data to show that changes in approaches to lunch time options and breakfast club arrangements have improved the timekeeping and attendance of small targeted groups. The school should continue to develop a range of key evidence to help identify where learners may be disadvantaged. It will be important to continue to review these interventions to ensure they are leading to improvements and better outcomes for children.

- As the school moves forward, greater participation of children is key in taking account of their views and ideas to help create a whole-school learning environment which supports all aspects of their health and wellbeing. There is considerable scope to build children's understanding of equalities and to promote awareness throughout all aspects of school life to ensure that everyone feels they are treated fairly, respectfully and without discrimination.

3.2 Raising attainment and achievement

satisfactory

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

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

- The overall attainment in literacy and numeracy is satisfactory. The majority of children, including those requiring additional support with their learning, are achieving appropriate Curriculum for Excellence levels. There is a need to continue to improve the rigour of professional judgement to ensure all children make good progress from prior levels of attainment. Staff are at an early stage in analysing and using a range of sources to plan improvements. Further development of moderation and professional dialogue about expectations of what children can achieve will support the school's drive to raise attainment for all.
- Interventions are in place to raise attainment for individuals and groups of children in both literacy and numeracy. These interventions should be continually reviewed to ensure ongoing effectiveness. For example, senior leaders have identified gaps in P7 children's numeracy learning and have support in place. As part of this support process, senior leaders should now increase the regularity and focus for professional dialogue linked to assessing the progress children are making. This approach should also be extended to all stages.

Attainment in literacy and English

- Overall across the school, children are making satisfactory progress in literacy. The majority of children working at the early level have an interest in stories and the sounds at the beginning, middle and end of words. Children working within first level are able to ask simple questions about events and are keen to share their ideas when given the opportunity to do so. Older children are able to make notes and use these to support their understanding of texts or gather information. All learners are at the early stages of developing their understanding of higher order thinking skills. They would benefit from greater opportunities to ask and answer a wider range of literal, inferential and evaluative questions. The learning environment did not encourage meaningful discussion and children across the school struggled to identify or demonstrate good listening and talking to progress their learning. A whole school approach to sharing the language of higher order thinking would support children to improve their own use of questions and contributions to discussion. Senior staff have agreed that there is a need for staff to make better use of a progression pathway for listening and talking to ensure children continually build on prior learning and develop new skills. They need more relevant and engaging opportunities to apply their skills across their learning in a planned way.

Listening and talking

- Across the school, children are eager to share their ideas and willing to contribute to discussions when given the opportunity to do so. In the early level, support from Speech and Language has helped increase vocabulary and improve aspects of listening. Overall children should be making much stronger progress in developing and applying skills in listening and talking across their learning. At all stages, children are not given a wide enough range of opportunities to develop their listening and talking skills in a progressive way.

Reading

- Overall, children are making satisfactory progress in reading. Children working at the early level are beginning to use their knowledge of initial sounds and phonemes to decode common words. At the first level, children's progress in reading is variable. A few children read with fluency and expression. However, a few children require support to decode words and are not familiar with strategies other than sounding out words to help them access texts. There is also variability across the second level.
- The majority of children are able to identify the main ideas in a text with a few able to summarise these in an appropriate way. Older children are able to distinguish between fact and fiction when discussing their class texts. Children working at the second level can use different texts to select and identify key information about a specific text, for example, fantasy and science fiction.
- Staff need to review the texts children are accessing to ensure they are at an appropriate level. Older children are able to use an increasing range of approaches to support them improve their comprehension, analyse and predict outcomes and infer by 'reading between the lines'. Across the school, children can talk about their favourite books and those working at first and second level are confident in identifying favourite authors and can explain the reason for their preferences.

Writing

- Attainment in writing is improving. Across the school a consistent approach to the presentation of children's handwriting will be helpful. Consistency regarding this agreed standard should be put in place and shared continually with children. A review of the time spent teaching handwriting needs to be undertaken. Almost all children in the early level are being encouraged to write simple words and sentences. Children working at first level are becoming confident at spelling simple words and are willing to attempt unfamiliar words in longer pieces of writing. Most children at early and first levels are beginning to use simple punctuation appropriately. Children have opportunities to write in different genres such as reports, recounts and letter writing. Children do not easily recall the particular features of genres they have previously explored. Moderation of writing has been undertaken at cluster level and is helping staff develop an understanding of national standards.

Attainment in numeracy

- The majority of children are making appropriate progress at all levels in numeracy and mathematics. A few children are exceeding these levels. There has been a focus upon providing children with a variety of strategies to solving numeracy and mathematics questions. In areas of best practice, children are more engaged in their learning. Also, in developing these strategies, teachers have the opportunity to develop a deeper understanding of the challenges children experience especially in completing mental maths questions. Inspectors discussed with senior leaders the need to improve consistency in the teaching of mathematics and numeracy concepts across all classes.

Number, money and measure

- At the early level, most children are developing confidence in working with number. Children order numbers and recall the number sequences to 10. They are developing an understanding of time through discussion about their daily routines and linking this to hourly time sequences. At first level, the majority of children can apply mental agility number skills to calculate the total spent in a shopping situation and are able to calculate change. They can round whole numbers to the nearest 10 and 100. Estimating and checking the reasonableness of a solution requires further development. The majority of children can provide strategies when using addition and subtraction to solve problems. They are less confident when discussing strategies involving

division and also applying this skill when solving problems in a context. At second level, the majority of children can round whole numbers to the nearest 1000 and round decimal fractions to the nearest whole number, to one and two decimal places. They are less confident when multiplying and dividing decimal fractions to two decimal places by 10, 100 and 1000. Understanding equivalence between simple fractions and percentages requires further development.

Shape, position and movement

- At early level most children enjoy investigating objects and shapes. They can describe and sort common 2D shapes and 3D objects according to various criteria, such as, straight, round, flat and curved. At first level, most children can name, identify and classify a range of simple 2D shapes and 3D objects. The majority of children can use mathematical language to describe the properties of a range of common 2D shapes and 3D objects including side, face, edge, vertex, base and angle. Children's understanding of the language associated with estimating, comparing and describing the size of angles in relation to a right angle is limited. This inhibits progress in this area. The majority of children at second level, discuss properties of 2D shapes and 3D objects and can describe angles using language including acute and obtuse.

Information handling

- At the early level, children collect and organise objects. They match and sort items according to simple criteria. Children working at first and second level are not confident to talk about information handling. The majority of children can describe occasions where they have completed some information handling activities. To improve attainment in this area, children need more opportunity to engage in using data analysis and graphs at all stages. Whole school projects can provide a rich source of data for children to analyse and interpret.

Attainment over time

- Data provided by the school over the past 3 years is variable and there are significant fluctuations in literacy and numeracy attainment at all stages. The school also provided predicted attainment levels for the current year. Inspectors discussed with senior leaders the need to thoroughly investigate reasons for these fluctuations and to review the robustness of the data gathered across all literacy and numeracy stages. This analysis will assist in developing teacher confidence in making robust professional judgements about achievement of a level. As the school moves forward with this work they are aware of the need to provide an overview of progress for particular groups of children. This data should then be regularly reviewed ensuring appropriate rates of progression for all children.

Overall quality of learners' achievements

- Children have a range of opportunities for achievement in school. This includes a variety of lunchtime and after-school clubs, for example, multi-sports and chess club supported and led by members of school staff. The school have worked closely with the Ancre Somme Association to design a Great War memorial garden. This initiative provided the opportunity to link to the numeracy curriculum to support the development of children's measurement and budgeting skills in a context. The school are now in a strong position to explore further opportunities for linking project work to all areas of the curriculum and begin to track skills developed at all stages.
- Achievements are celebrated in a range of ways. Children bring in certificates and these are photographed and displayed in corridors and classrooms. Classroom showcase events are used to provide parents with the opportunity to see what their child has learned in class and social media is also used to celebrate achievement. The school can now consider, as part of their review of tracking, how to consistently gather, track and monitor information on children's achievement.

Equity for all learners

- Senior leaders and staff know the children and their families very well. Staff have a developing understanding of the socio-economic background of all children. Senior leaders are aware of the need to ensure that children are not disadvantaged by the cost of the school day. They have developed partnerships with a local business and charities to provide support for families as required. The school's PEF is supporting a range of initiatives and strategies to engage children and build confidence and self-esteem.
- Leadership opportunities for children include; reading ambassadors, community champions and Junior Road Safety Officers. These opportunities are not being perceived as fair and equitable given the strong focus on the upper school. In moving forward, it will be important that all children are given opportunities to helping to achieve and develop a range of leadership skills.

Choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff know children and their families well. The care and welfare of children is given a high priority throughout the whole school. The caring and nurturing ethos across the school is resulting in positive relationships between staff and children. Staff are sensitive to children's additional support needs.
- Established routines, such as daily check ins, provide opportunities for children to share their feelings or concerns. Most children can talk about how they are feeling and how their emotions impact on their day.
- In a few classes, children discuss their learning with their teacher. These discussions, used more consistently across the school, should be more focused on strengths and next steps in relation to learning intentions and success criteria. Learning targets are not yet a consistent feature across all learning. A more effective approach to using personalised learning profiles needs to be developed.
- There has been a focus on developing an inclusive and restorative approach to promoting positive behaviour among children in the school. Staff should further develop their collaborative professional working to ensure that school values effectively underpin all aspects of their practice. A minority of children and a few parents who returned the inspection questionnaire did not agree with how the school deals with bullying. Senior leaders need to ensure the development of a shared understanding of the approach in this area of work among staff, children, parents and partners.
- Senior leaders, together with teachers, identify children requiring additional support. There is scope to involve support for learning staff and class teachers more fully in this process to ensure a coherent approach to meeting needs. Support for learning teachers use the staged intervention process to plan support strategies and interventions and, where appropriate, involve relevant partners and other agencies. Parents should be involved from the outset of this process. There is a need for improved arrangements for recording and monitoring the support planned for individual children including the deployment of pupil support workers.
- A range of interventions is being developed for a number of targeted groups across the school. Senior leaders need to ensure these are well co-ordinated and rigorously evaluated. A majority of children throughout the school would benefit from being appropriately challenged through well-designed tasks and activities that are well matched to children's abilities.
- Children's individualised educational profiles should contain specific, measurable targets. These should be periodically reviewed and refreshed, in a timely manner. Staff would benefit from further support in providing tasks, activities and resources that effectively meet the range of learning needs in classes. There is scope for children and parents to be more involved and consulted in decisions which may affect them.
- The school has introduced a number of interventions to minimise barriers to learning for a significant minority of children across the school including those who are facing social and economic challenges. Staff are committed to supporting children's wellbeing and minimising barriers to learning. The school should continue to develop approaches to monitoring the

relevance and impact of interventions to ensure children make the best possible progress toward personalised targets.

- A few children are extracted from class for focused learning sessions in literacy and numeracy throughout the day. There is a need to ensure that more of the support takes place in class and that extraction for support is reduced. Teachers should ensure the benefits gained from children attending a support session are built on when they return to class.

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.