

Summarised inspection findings

St Ninian's Episcopal Primary School and Nursery Class

Perth and Kinross Council

14 February 2023

Key contextual information

St. Ninian's Episcopal Primary School and Nursery Class is located in the centre of Perth.

The school roll is currently 64 across three mixed-age classes. Just under one fifth of the children reside in SIMD 1 or 2 and fifteen percent of children have English as an additional language.

The nursery class opened two years ago and offers full time placements during school term time. The nursery has provision for children from two years to school age. Eleven children currently attend the nursery.

The principal teacher has been acting headteacher since the start of this session and a new headteacher is due to join the school in January 2023. The staff team are well established and have worked together at the school for a considerable period of time.

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 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

- Across the school, there are warm and respectful relationships between all staff and children. They speak to each other with kindness and respect, and clearly know each other very well. There is a strong sense of community and teamwork.
- Most children are actively engaged in their learning and are keen to contribute their ideas and opinions. They enjoy working collaboratively and participate in group work with enthusiasm. Children listen attentively and follow instructions during lessons. They are confident when interacting with others in the classroom and demonstrate ownership and pride when talking about their learning environment.
- All classes have well-resourced and attractive library areas and there is also a central library. Children in the upper stages of the school engage well with a wide range of genre. Learners across the school make use of these library facilities well to develop their literacy and reading skills.
- In the majority of lessons, children have the opportunity to use digital technology to support their learning. This is increasing their motivation and enjoyment. Teachers should now consider how to further develop the use of digital technology and extend this approach across the whole school. All children experience two hours of physical education every week and have regular opportunities to play and learn outdoors.
- Teachers provide children with clear explanations and examples to support their understanding. They help children to see how current and future learning is linked to their prior learning. Most teachers differentiate activities well by the support that is offered, the expected outcome or the

level of difficulty. Teachers now need to ensure that effective differentiation is used more consistently to offer appropriate levels of support and challenge for all learners.

- In almost all lessons, teachers use questioning well to elicit information and check children's understanding. To further support and challenge children in their learning, teachers should now incorporate a wider range of questioning strategies. In doing so, they should provide children with increased opportunities to extend their thinking.
- Teachers at the early level have made a positive start to incorporating play into the daily class routines and have started to engage with national guidance. They have created inviting, flexible and well-resourced areas for play within the classroom. Children have regular opportunities to engage in open-ended play and are confident to select resources independently. They are happy playing on their own and with other children, demonstrating enjoyment and interest in their activities. Teachers also provide activities designed to consolidate or extend specific aspects of learning in literacy and numeracy. As a next step, teachers should ensure that children are clear about the purpose of these activities. Staff should work together to ensure that children receive appropriate support to maximise the learning potential of their play.
- Teachers are developing their confidence in using a range of standardised and diagnostic assessments for literacy and numeracy. They use assessment information effectively to identify gaps in learning and to plan next steps. Teachers now need to ensure that assessment is integral to the planning process. In doing so, teachers should make sure that all planned learning is based clearly on identified Curriculum for Excellence (CfE) experiences and outcomes.
- Almost all teachers share the purpose of learning and set measures of success for children. This is most effective when co-constructed with children, helping them to be clear about their progress in learning. Teachers should now ensure that learning intentions and success criteria are consistently based on what children are learning, rather than what children are expected to produce. Teachers should work together to share expertise in supporting children to understand better how they can evidence successful learning.
- The headteacher and teachers have a clear understanding of the needs of children who require additional support. Teachers and support staff work together effectively to meet identified children's needs using a range of interventions. Individualised education plans (IEPs) are used effectively to help meet the needs of identified children. Staff need to ensure that they review and update these plans regularly to reflect children's progress and next steps in learning.
- Teachers are beginning to base their professional judgements on children's levels of attainment on a wider range of evidence. As a result, they are becoming more confident and accurate when evaluating children's progress and attainment. Teachers would benefit from engaging in further moderation activities to develop a shared understanding of national standards. This will help teachers to determine how well children are learning and progressing across the curriculum. Teachers should also make more effective use of Scottish National Standardised Assessments data to enhance further their understanding of children's progress and achievement.
- Teachers plan termly learning experiences and children are actively involved in identifying areas of interest. Children enjoy being consulted about what they would like to learn, and this is a positive feature in all classes. The headteacher and teachers now need to review the planning and delivery of CfE and ensure that staff are clear about what the curriculum offer is for children as they progress through the school. They must ensure that children receive their full curriculum entitlement and that planning in all curricular areas reflects progression in skills and knowledge. In taking this forward, teachers need to consistently use progression

frameworks to inform their planning. The headteacher and teachers should develop a planning cycle that provides opportunities for children to regularly revisit and consolidate prior learning across the curriculum.

- The headteacher and teachers are developing a new approach to tracking children's attainment in literacy and numeracy. As a next step, they should ensure that there is a systematic approach to tracking and monitoring children's progress over time across all curriculum areas. The headteacher and teachers should continue to develop their skills in analysing assessment information to identify trends and areas for development. This should include close analysis of the progress of specific groups of children, such as those with English as an additional language.

2.1 Safeguarding and child protection

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

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

Attainment in literacy and numeracy

- Across the school, attainment in literacy and English and numeracy and mathematics is satisfactory. Overall, the majority of children across most stages have achieved, or are on track to achieve, appropriate levels of attainment in listening and talking, reading, writing and numeracy.

Attainment in literacy and English

Listening and talking

- Children who have achieved early level can follow instructions and are attentive when listening to a story. They require support to ask questions and respond relevantly to questions from others when working in groups. Most children identified as being on track to achieve first level take turns appropriately during class and group discussions. The majority of children who are working towards the end of second level can communicate several relevant ideas, information and opinions when engaging with others. This includes building on the ideas of peers by asking questions, clarifying points or supporting others' opinions.

Reading

- Children who have achieved early level can use their knowledge of sounds to decode unfamiliar words. Children identified as being on track to achieve first level can read aloud a familiar text. The majority can answer literal questions about a text. A few can relate information and ideas from text to personal experiences. Children would benefit from the opportunity to answer inferential questions about text. Children who are working towards the end of second level confidently distinguish and explain the difference between fact and opinion. Children in the upper stages would benefit from further opportunities to find, select and sort relevant information from a range of sources for example, in personal research.

Writing

- Overall, children are making satisfactory progress in writing. The majority of children can create a variety of texts for different purposes. Children who have achieved early level can write at least one sentence independently and attempt to use knowledge of sounds to spell familiar words correctly. Most can communicate ideas, messages, and information verbally or in pictures. Children identified as being on track to achieve first level can present writing in a clear and legible way. They are less confident in their knowledge and application of grammar and punctuation. Children who are working towards the end of second level can write an extended piece of writing using paragraphs to separate thoughts and ideas. They can link sentences effectively using a range of conjunctions. Children working at first and second levels should continue to develop their ability to convey information, describe events, share opinions and persuade others as appropriate to the purpose.

Attainment in numeracy and mathematics

Number, money and measure

- Children who have achieved early level understand ordinal and cardinal numbers. They can add within 20 using mental strategies and can share a given amount equally. They are less confident when subtracting within 20 and need support to develop their understanding of money and time. Children identified as being on track to achieve first level can calculate halves and make reasonable estimates of amounts up to 30. They now need support to improve their understanding and application of the four key numeric operations, fractions, and units of measurement. Children who are working towards the end of second level have a good understanding of place value. They can convert fractions to percentages and express them in their simplest form. They are less confident when multiplying a two-digit number by another two-digit number and when identifying equivalent fractions. They need support to improve their knowledge of perimeters and the link between time, speed and distance.

Shape, position and movement

- Children who have achieved early level can recognise an appropriate range of two-dimensional shapes and identify them in real life contexts. They can classify real life three-dimensional objects based on a given criteria. Children identified as being on track to achieve first level can name simple three-dimensional objects. They require support to identify a right angle or draw a shape with a line of symmetry. Children who are working towards the end of second level can identify three-dimensional objects and accurately draw the net of a given shape. They need to develop their understanding of the link between the diameter and radius of a circle.

Information handling

- Children who have achieved early level can read and interpret data in a real-life context. Children identified as being on track to achieve first level can answer simple questions based on a pictograph but need support to understand different ways of collecting data. Children working towards the end of second level can interpret information and suggest different ways that it can be displayed. They are able to create questions that can and cannot be answered based on the data provided.

Attainment over time

- The majority of children are making satisfactory progress from prior levels of attainment. The headteacher and teachers are taking steps to ensure that attainment data is becoming more accurate and robust.

Overall quality of learner's achievements

- Staff recognise and celebrate children's achievements regularly through assemblies and displays within the school. Across the school, children participate well in a range of committee groups that help to shape the life and work of the school. These include the rights respecting committee and the pupil council. The school has achieved a bronze award for their work on children's rights. A few older children lead clubs for younger children. Through involvement in these committee groups and leadership roles, children are developing their confidence, leadership and communication skills. As a next step, staff should consider how to extend leadership opportunities so that all children have the opportunity to lead aspects of school improvement.
- The headteacher uses participation and engagement data to ensure children benefit from wider experiences. In partnership with Live Active, the school has worked with a number of sports groups, including Perth Rugby Club and Perth Cricket Club, to provide physical activity sessions for children across the school. Children also have access to rich learning opportunities through the school's close links with a local museum and music group. This is supporting children to be engaged and motivated to learn. Children would now benefit from extending their knowledge and understanding of the range of communication and social skills they are

developing as a result of achievements and participation. This would support further children to apply skills for learning, life and work to real and meaningful contexts and develop a better understanding of the four capacities of CfE.

Equity for all learners

- Staff know children and families well and understand the socio-economic background of their school community. They use this information effectively to identify and respond to individual needs. They support families with discretion and sensitivity, whilst actively engaging partners, such as the church, to work together to find solutions to ensure equity for all.

- The headteacher uses Pupil Equity Funding (PEF) to provide additional teaching and support staff. These additional staff members work in class, alongside class teachers, to provide targeted literacy interventions for children most impacted by poverty. This ensures that these children receive effective support whilst learning alongside their peers. The headteacher carefully tracks their progress. The majority of identified children are achieving expected levels of attainment. The school is making satisfactory progress in closing the poverty related attainment gap.

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.