

Summarised inspection findings

**(Early Learning and Childcare –
nursery class attached to a
primary school)**

Scalloway Primary School

Shetland Islands Council

SEED No: 6103936

12 September 2017

1.3 Leadership of change - School	good
1.3 Leadership of change - Nursery	satisfactory
<p>This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> 	

Nursery

- The aims of the nursery are reflected in the work of the setting and support the positive ethos created for children and families. As recognised, the nursery team would benefit from engaging in professional dialogue to reach a shared vision for the setting within its school and wider community. It will be important to provide opportunities for children and parents to be included in this process.
- The headteacher provides regular support to the nursery class. Meetings with practitioners enable the headteacher and the team to discuss key events and priorities within the nursery. It also provides an opportunity for monitoring individual children’s care and learning needs. From this, practitioners plan additional support for children as required.
- Self-evaluation activity within the nursery is mostly informal through professional dialogue. This is identifying what is working well and what could be improved within the playroom. This involves all practitioners. More effective use now needs to be made of national guidance including *Building the Ambition* to undertake purposeful and robust evaluation of the work of the setting.
- The nursery is included as part of the school’s improvement plan. A number of the priorities relating to the nursery are still in early stages of development. An early start has been made to reviewing and refreshing planning for children’s learning and increasing resources to support early literacy. As new developments are implemented, it will be important to review and evaluate the impact on improving outcomes for children. As recognised, practitioners will require clear strategic guidance to support their practice and to help them increase the pace of change within the nursery. As discussed with practitioners, they would benefit from individual leadership roles to develop further their confidence in supporting continuous improvement.
- Career-long professional learning is encouraged and supported by the headteacher. As a team, practitioners should work collaboratively to continue to build their knowledge and understanding of key national guidance and current thinking in relation to early learning and childcare (ELC). It will be important for the headteacher to work with practitioners to develop a shared understanding of pedagogy and what high quality ELC will look like for Scalloway nursery class.

Primary

- The headteacher has taken a thoughtful and measured approach to school improvement and leading change. Teacher workload considerations are to the fore in her deliberations about how best to introduce school improvements. She is highly visible and is in and about classes. She is recognised as being very supportive personally of staff and as someone who consults widely before taking important and difficult decisions. A significant amount of her leadership role and time over recent years has been taken up in project management. This has involved the planning for and implementation of the school's relocation into the former Scalloway Secondary School building, adapting the accommodation to better support high quality learning for both early years and primary aged children and the development of meaningful and supportive partnerships with other services and providers operating from the same campus. This has inevitably affected the ability of the school to drive forward some aspects of school improvement as comprehensively as staff would have liked. However, the relocation to the new campus accommodation has been achieved with a great deal of success and with a high degree of satisfaction of staff, children and the wider school community, providing both children and staff with a very attractive and motivating learning environment.
- The school's approach to planning for improvement has over recent years been focussed around an agreed set of whole school aims. With the formation of the Scalloway Campus, now fully in place, the school recognises it should look to revisit these. It should collaborate with all stakeholders in developing a whole school vision and values statement which will underpin, inform and help to drive forward further whole school improvements and help to create a clear rationale supporting future curriculum developments. Staff are very positive about the collegiate and collaborative nature of the school's work in both securing improvements and in leading change. The school improvement plan has proved to be a successful tool in securing school improvements over recent years through the overtaking of priorities which have included a transitions careers project, the introduction of French in P1 to P7, further development of approaches to mathematics and numeracy including mental maths, a review and streamlining of staff's approach to planning as part of tackling bureaucracy and further refinement of 'Planning Assessment and Moderation' cycles.
- School staff have worked well with each other and with colleagues across the cluster, both primary and secondary, to develop a clear and shared understanding of standards which enhances their confidence in making reliable professional judgments about children's progress. This work has been on-going across the cluster for many years and over the last few years has focused on several curricular areas including science and technologies in 2015, social subjects and RME in 2016, maths and numeracy in 2017 and they plan to moderate within literacy in 2018. There are plans being developed to include further moderation of numeracy within cluster school plans following the recent allocation of Pupil Equity Funding. Individual staff members working at the early level have moderated standards with other staff from a local primary school working at the same stage and with centrally based education officers. The school's approach to planning assessment and moderation (PAM) since 2014 has evolved and has supported staff members coming together at similar stages to discuss children's progress and achievements. This work has linked well to the school's improvement priorities.
- While a whole school calendar is in place which supports a coherent and standardised approach to self-evaluation, it is not always clear how this process has contributed to identifying whole school improvement priorities. The school's approach to PAM cycles

has been a central part of its approach to monitoring the work of the school and in encouraging collaborative planning, classroom visits and professional dialogue about classroom practice and a shared understanding of standards. The process has been modified over time. It has supported a more focussed consideration of important aspects of the school's provision including anti-bullying and interdisciplinary learning (IDL). Following an awareness raising session around *How good is our school?* 4th edition (HGIOS4), where staff took a collective look at specific quality indicators, they are now becoming more familiar with national expectations. The school now needs to put in place a more formal approach to self-evaluation and a 'bureaucracy light' approach to the gathering and recording of evidence which links more strongly to and helps inform the school improvement planning process.

- Staff across the school have a very good understanding of the social, economic and cultural context of the school community. As a result, they know the children and families very well.
- While the school has developed its approach to collecting and analysing data supported by some standardised assessment it has not yet been able to develop a clear picture of progress over time for each cohort of young people as they progress across the stages. The school recognises the need to put in place a calendar of more formal and termly discussions about individual children's progress across each session.
- While the school has begun this year to track and monitor individual children's progress more closely at particular stages, it now needs to track and monitor all children's progress across literacy and numeracy at all other stages and to consider a similar approach to supporting children evaluate their progress within health and wellbeing. In April 2017, the local authority published a guidance form, that provides a more comprehensive approach to tracking and monitoring for all schools which will bring about greater consistency across the cluster.
- While sharing of good practice has taken place on an informal basis, with staff sharing classroom practice and ideas in an on-going way, the school should look to introduce a planned approach to this which links into and supports the annual professional review and development (PRD) process.
- Teaching staff have led on well professional learning activities and staff training through teacher learning communities and working groups to progress various aspects of the school's provision and in support of other colleagues. All staff have accessed appropriate PRD and employee review and development (ERD) processes.
- Through recent work of the Pupil Voice group, approaches to P7 transition have recently been improved. Parents are currently being consulted on approaches to school reports. Most children feel that their views are listened to. They have good opportunities to lead through their work as story tellers, tuck shop, Junior Road Safety Officers, paired readers or playground leaders. However, the school should look to further extend leadership opportunities for children across the stages.
- The school's leadership team have proved adept and skilled at being able to secure significant additional funding through successful grant applications to support the further development and resourcing of different aspects of the school's provision.

2.3 Learning, teaching and assessment - School**good****2.3 Learning, teaching and assessment - Nursery****satisfactory**

This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

Nursery

- Within the nursery class, most children engage well during free play and adult led activities. They are confident with the routines and will make choices from the activities available. Most sustain an interest in activities such as block play, where they work well together to create structures. Many of the children enjoy being outdoors. At certain times during the session they can flow freely between the playroom and outdoors. Children would benefit from increased opportunities to lead their own learning. Currently, there are too many examples of adult-led activities and use of commercially produced resources that do not support children's creativity. There is scope to increase the amount of natural materials and open-ended resources to support children's play both indoors and outdoors.
- There are a few examples of children using digital technology such as tablet computers. As children develop their confidence in using tablet computers, it will be important to make these readily available to enable children to use them to support their learning in a range of ways.
- Practitioners are caring and sensitive to children's needs. They have positive relationships with children and have created an ethos and culture of respect. Overall, practitioners use appropriate questioning techniques to support and extend children's learning.
- Changes have been made to the way practitioners plan for children's learning. Floor books have been introduced and as a result, children are now more involved in the planning process. They are able to contribute to floor books during specific learning contexts. This is still at an early stage and all practitioners need to develop their confidence in using this approach to planning. Practitioners recognise that floor books need to be developed further to clearly demonstrate children's depth of learning.
- Practitioners observe children during free play and adult led activities and record this information in children's individual 'learning stories'. They require support to develop their skills in gathering and recording observations to identify and evaluate significant learning. By improving skills in observing and recording, practitioners will be able to identify meaningful and relevant next steps for individual children. Tracking of children's progress is at an early stage. This requires to be developed further to clearly identify the progress children are making in their learning and the action to be taken to ensure children make the progress they are capable of.

- Good planning has been established for children who require additional support with their learning. Appropriate wellbeing targets are identified and reviewed to ensure children continue to make progress.

Primary

- The positive ethos in the school reflects a strong commitment to children's wellbeing. Almost all children enjoy learning at school and feel their teachers are supporting them well in their learning. They are happy and confident in class. They are proud to be part of their school. Staff have developed very positive relationships with children across the school community.
- Children are motivated and readily participate in their learning experiences. They work well individually, as pairs and in groups and enjoy their tasks. In most classes, lessons are well matched to learners' needs. There is a positive and purposeful learning climate in almost all classes. Children's work is displayed readily throughout the school.
- Most children say that the school listens to their views and takes them into account. The change from a pupil council to a pupil voice approach has been received very positively by children.
- Overall, the quality of teaching is good with some very good features particularly where children are leading and designing their own learning. Staff know the children very well and have achieved a supportive learning environment built on children's shared understanding of the well-being indicators. There is scope to develop this further by building on the aspects already in place. All staff manage classes well and use a range of strategies to support the wide-range of learner's needs. Overly teacher led learning dominates in a minority of classes.
- Most lessons observed were well organised and all staff provide clear explanations and instructions. In most lessons observed teachers shared the purpose of lessons. Success criteria are used less often. Teachers should share with children more detail about what they need to do to be successful. Involving children in the creation of success criteria will allow children to further engage in their learning.
- Good use is made of digital technology to enhance learners' experiences at all stages, across the curriculum, through computers, interactive boards, laptops and tablets. Staff are using software packages effectively to support learner's development in both literacy and numeracy.
- Children talk confidently about their learning and are involved in setting targets for their learning each term. There is scope to develop this further so that children have individualised targets and are fully involved in planning their learning, making choices and leading their learning. Staff provide helpful oral feedback to children on their performance. Overall the effectiveness of written feedback to children could be more consistent across all classes to help inform them of their next steps in learning. Staff used questioning well in the majority of classes to support learning. This needs to be extended further to help children develop higher order thinking skills and to promote a greater challenge to high achieving learners.
- Children experience a range of strategies to engage them with their learning. They are given opportunities to take responsibility for their learning by working in pairs and groups.

This was observed working particularly well in the upper primary stages. Children lead their groups at various points to report back on the results of discussions. Children were able to talk about collaborative approaches to learning in a few classes.

- Staff use a range of strategies within the class to assess children's progress.
- This includes formative assessment, summative tests and standardised assessments. A few examples were observed where staff made use of self and peer assessment. Staff are beginning to make use of the benchmarks for literacy and numeracy to help support their professional judgement. The school are aware that they require to develop a more rigorous and robust approach to assessment. As the range of reliable assessment data increases over time staff should use this to support children to make the best possible progress.
- Moderation is undertaken with colleagues within the school to support professional judgements as part of the internal PAM work. Staff have participated in a wide range of professional development activities over the last five years to support their understanding of moderation activities. This has covered a breadth of curricular areas including literacy, numeracy, RME, science and social studies. This has involved working with staff across the local authority and at cluster level.
- Staff are developing approaches to tracking and monitoring children's progress. They are aware of the need to develop this approach further to cover all stages within the school. Staff meet regularly with the headteacher to monitor children's progress. They appreciate the opportunities to engage in informal discussions with each other to share information to support children's learning. Staff should continue to build on good practice when planning learning to ensure they provide a progressive curriculum built around the design principles of Curriculum for Excellence. They should ensure they take every opportunity to help children understand the relevance of their learning and how the skills they develop will support them in learning, life and work.

2.2 Curriculum: theme 2: Learning Pathways and Development Pathways

Nursery

- Curriculum for Excellence is used to plan for children's learning. Experiences and outcomes are being tracked to ensure children have access to a broad general education. More work is required to support practitioners' understanding of the design principles and how they underpin the planning process. While a floor book approach has been adopted, it will be important for practitioners to continue to make clear how they are supporting children's learning across the curriculum.
- Across the playroom, children have opportunities to access experiences to promote early literacy and numeracy skills. Building on this, it will be important to ensure children can develop and apply their skills through real-life experiences and outdoor learning.
- Develop further opportunities to support curiosity, inquiry and creativity. This needs to be embedded into practice and viewed as a key feature of developmental pathways for young children. This is particularly important for the outdoor learning environment. As this area develops it will be important for children to be able to learn within and from the natural environment.
- Children's awareness of their local heritage is supported well across the curriculum, through events, visitors to the setting and through the promotion of Shetland dialect. Children are developing an early awareness of the world of work through relevant learning contexts and the engagement of parents and members of the local community. Children are familiar with key roles relevant to island life such as the importance of lifeboats.

Primary

- Staff provide appropriate adaptations to curriculum programmes where this is required, on a case by case basis, for example, to better meet the needs of more vulnerable children and the potentially higher attaining.
- Progression routes – progression frameworks have been developed within literacy and numeracy and in RME but there is a need to further develop these in light of the benchmarks and to further develop similar approaches across all of the other curricular areas.
- Staff need to continue to review planned learning to ensure opportunities for greater depth within children's learning across all curricular areas. Visiting specialists and curriculum support officers work well with staff and children to enhance the quality and depth of learning for children in science, music, art, physical education and drama.
- There are well-planned opportunities for children to enhance their skills in digital learning at all stages and these include – the use of digital software to support spelling, writing and mathematics. Some children have been involved in filming others' drama performance and compiled digital profiles of their successes and achievements using the GLOW platform. Children in P5/6 created digital story books to help encourage younger children in their learning and reading.

- Staff are increasing children's opportunities for outdoor learning over time and have further plans in place to develop their grounds to encourage greater planned opportunities. Current opportunities for children to develop new skills including gardening and working with livestock have already been planned with other such opportunities being actively considered. The school has recently added an adventure trail in the grounds to support outdoor play and physical activity. Children work well in collaboration with the local shop to grow and sell on their own plants and there are regular visits to the nearby North Atlantic Fisheries College.
- There is a growing evidence base that staff have taken some useful steps in planning to develop children's skills in literacy, numeracy and health and wellbeing areas across the curriculum. Staff need to continue to review this approach to ensure all opportunities are fully capitalised upon and that planned opportunities are pitched at the appropriate level.
- Children are now learning French from P1 through to P7. Staff have taken steps to create real life contexts to reinforce language learning, for example, children in P3 have created a French Café to encourage greater use of the spoken language.
- Learning contexts, creativity skills and equalities – staff have made good use of the local context, environment and community to provide meaningful and relevant learning experiences which resonate well with children. Creativity is encouraged in a few lessons through children designing and leading their own learning.
- Positive and meaningful steps have been taken to embed the culture and language of Shetland across learning at all stages and in all curricular areas.
- Employability skills – the school now needs to progress this work further in relation to embedding and referencing aspects of the Career Education Standard within the curriculum at all stages for all children. The Careers Transition Project currently in place provides a useful context to support young people's move to secondary school. There is scope to develop this to embed further the national expectations of the 'Developing Scotland's Young Workforce' programme in further strengthening children's preparation for the future world of work.

2.7 Partnerships: theme 3: Impact on children and families

Nursery

- Within the nursery, partnerships with parents are positive. Parents and carers feel welcomed and feel confident in interacting with staff who they find approachable and make themselves available. Parents are encouraged to be part of the setting including, nursery concerts and 'stay and play sessions'. An information evening gives parents the opportunity to hear about the curriculum and experiences their child may be involved in. Information on children's experiences for the forthcoming week is posted on the school website. As discussed, practitioners could review and refresh how and what information is shared to keep parents informed of their child's experiences. Termly newsletters and daily sharing of information enables practitioners to share with parents events within the nursery and children's achievements. An annual parents meeting enables practitioners to share with parents the progress their child is making in their learning.
- To promote learning at home, practitioners have created 'borrow bags'. Practitioners report that this has been positively received. There is scope to consider extending this to include activities to promote literacy and numeracy.
- Staff value the contributions of parents to support their delivery of the curriculum. Children's experiences are enriched from the many opportunities where parents and members of the community share their skills, talents and jobs that they do. This is supporting and extending children's understanding of the roles people play within their community. As part of the project to develop the nursery garden, parents have given their time to make improvements such as working with the children to use shells to decorate the garden wall.

Primary

- The school works well with parents and has a supportive parent council who meet termly. They act as a key consultative forum in addition to arranging fundraising activities. The wider parent body contribute constructively to opportunities provided to express their views on how the school could be improved and their ideas have helped to shape the current improvement plan. The parents have been consulted recently about the school's approach to reporting and will continue this into the next session. The school has taken some steps to provide the parental body with feedback on how their views are taken in account.
- This session, the school has endeavoured to increase parental engagement in their children's learning through hosting open days and curricular workshops in, for example, phonics, and these are well attended. Similar to many schools nationally, the school has identified the need to further strengthen its approach to family learning and to extend the range of ways parents can be further supported to impact positively on their child's learning and progress. The school is actively considering using its Pupil Equity Fund allocation to develop a more suitable community space within the school to better support family learning.
- Education Scotland pre-inspection questionnaire and parental, partner and pupil focus groups confirmed a high degree of satisfaction with the quality of the school's provision overall. The school makes very good use of the skills and expertise of parents by

involving them in delivering after school clubs, golden time activities, and in the plans for and the development of playground areas.

- Evidence from partners confirmed openness from staff to engage with a range of outside agencies and other professionals in a meaningful way to both inform and improve practice and approaches to better meet the needs, particularly of more vulnerable children and their families.

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 - School	very good
3.1 Ensuring wellbeing, equality and inclusion Nursery	good
<p>This indicator reflects on the setting's or school's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	

Nursery

- Within the nursery, practitioners recognise the importance of relationships in supporting children to feel safe and secure within the nursery setting. They have a caring and nurturing approach when interacting with children. Children are enjoying friendships with their peers and demonstrate care and consideration for each other as they play together. They are aware of and understand the setting's 'golden rules'. Practitioners use them well to promote positive relationships and behaviour. The 'calm spot' gives children a space to reflect on their feelings and explore emotions using appropriate resources.
- Children's early leadership skills are developing through tasks such as 'snack helper'. We would suggest that most children are ready to take on other relevant leadership roles such as tidy monitors or risk assessors. Practitioners respect and value children's views. They have contributed to plans for the outdoor area and regularly share their likes and dislike about snack and specific resources. There is scope to give nursery children a greater voice within the school community and across the school by being involved in some of the schools work on children's rights.
- The principles of *Getting it right for every child* (GIRFEC) are a basis for the work of the setting. Practitioners continue to develop their understanding of the wellbeing indicators. They have introduced a few of them to the children which has enabled them to talk about what it means to be safe and healthy. It will be important to continue to introduce the children to all of the indicators through meaningful and developmentally appropriate experiences in order that their awareness can be built upon as they make the transition into school.
- The setting complies with statutory requirements and codes of practice in relation to delivering early learning and childcare. All practitioners are aware of their roles and responsibilities in relation to protecting children and ensuring their wellbeing. Children's care plans are updated regularly to ensure children's particular care and wellbeing needs are met. Practitioners work closely with partner agencies to ensure children are provided with the support they require in order that they continue to make progress in their development and learning.

- A few opportunities are provided to support children's early awareness of diversity and equality. There is scope, through developmentally appropriate experiences, to increase opportunities to celebrate diversity as part of the curriculum.
- Practitioners have a good awareness of those children who face barriers to learning. They meet regularly with senior leaders to discuss individual children's care and learning needs and identify interventions required.

Primary Wellbeing

- The school's approaches to supporting children's wellbeing is improving outcomes for children and families. There is a strong commitment to the wellbeing of all children and this is very evident in the respectful and caring interactions with children. Positive relationships are a key strength in all areas of the school, and children in focus groups reported that they can confide in a trusted adult with worries or concerns. There is a strong sense of mutual respect and trust, and a nurturing ethos. Education Scotland questionnaires show that almost all children feel safe, treated with respect and are valued in school.
- Staff have a good understanding of GIRFEC principles and practice and this is supporting the development of a shared understanding of wellbeing. The school has begun to develop its approach to tracking and monitoring the progress in health and wellbeing of targeted children. There is scope to develop this further to include all children.
- Across the school, children are increasing their awareness and understanding of the wellbeing indicators. Most children are beginning to make connections with these and their learning in different areas of the curriculum. In a few classes, children are charting how they are developing skills across the different indicators using simple picture representation. This should continue to be developed so that children are able to assess their progress with their wellbeing and identify next steps. The school should take steps to make its work in supporting children's rights more explicit.
- Children have a good awareness of what they need to do to lead a healthy lifestyle and assess risky behaviours. They feel well supported to be physically active and make positive healthy eating choices. The school recognises the importance of all children being able to swim due to their coastal location. The delivery of swimming lessons to the entire school is to be commended. Children have a good understanding of things they need to do to ensure they stay safe on the internet. They are beginning to explore the relationship between how they feel about themselves and others around them and their mental and emotional wellbeing.
- Children spoke confidently about sorting out playground conflicts themselves and felt empowered to do so. They also felt well equipped through the development of the Pupil Voice system, which allowed all children to give their views on changes and improvements in the school. This has led to improvements such as arrangements for transitions from year to year and the school uniform policy.
- The school lunch menu requires some adaptations to ensure all nutritional standards for school lunches are being met. The products sold in the school run tuck shop also require to be reviewed to ensure they are in line with the regulations for food in schools.

Statutory duties

- Staff take appropriate account of statutory requirements and know what is expected of them in fulfilling these to improve outcomes for children. Regular Child Protection training is provided to staff, including enhanced training for senior leaders. Staff training needs to be updated to ensure it reflects the widened definition of child abuse as detailed in The National Guidance for Child Protection in Scotland (2014).
- Efficient management and administrative systems are in place to support health and wellbeing. As a result, children's medical and personal care needs are well supported.
- Overall attendance is in line with the national average. The school should continue to take appropriate steps to provide effective support to minimise exclusion for children experiencing particular difficulties, including working with partners, when appropriate.
- The school meets its statutory requirements in relation to Religious Education and Religious Observance.

Inclusion and equality

- The school has effective procedures in place to identify and support children with additional support needs and is leading to improved outcomes for children. The staged intervention approach is used very well to consider the needs of children, identify appropriate interventions and promote inclusion. Effective partnership working with a range of partners and agencies results in positive outcomes for children. The school ensures that the views of children form an integral part of their regular review and decision-making process. The effective development of designated spaces within the school building has resulted in children having access to a range of learning environments which support their needs well. Now that these have been established, the school should undertake a strategic review of all available resources, including staff, in order to inform their planning and to further enhance inclusive practice.
- Support staff value the provision of regular weekly training designed to support inclusive practice across the school. This is helping to strengthen the quality of support provided to children, particularly those with additional support needs. This supports the school's approach to removing barriers to learning.
- The school values the cultural diversity within the school community. Opportunities to explore diversity and multi-faith issues are provided through the curriculum. There is scope to develop this further to provide opportunities for children to challenge discrimination such as racism and intolerance.

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*

Overall attainment in literacy and numeracy:

- School data indicating predicted achievement of Curriculum for Excellence levels for June 2017 shows that attainment is strongest at P4 and P7 in literacy. Almost all children at P4 are predicted to attain first level and most P7 at second level. The majority of children at early level are predicted to attain early level. In numeracy, most children in P1, P4 and P7 children are predicted to achieve the appropriate level. There are a few children throughout the school who are, at times, working beyond the expected level in literacy and numeracy.
- Although the school is not yet formally tracking children's attainment throughout the school, inspection activities indicate that the most children at P2, P3, P5 and P6 are on track to achieve expected levels in literacy. The majority of children in P2, P3, P5 and P6 are on course to achieve the appropriate level in numeracy.
- Moderation approaches to support the effective judgement of children's progress and attainment are increasing staff confidence and the reliability of their professional judgements. The inspection team found staff predications for achievement of Curriculum for Excellence in literacy and numeracy to be reliable. There is scope to improve the robustness and reliability of some of this data as the school further develops its approach to assessment and procedures for tracking attainment.
- The school has a good understanding of identified groups of learners such as those with additional support needs but has not yet begun to collate data relating to the attainment of these children. The school should review how they use attainment information so that it can evaluate the effectiveness of the impact of strategies being used to support these children.
- Consideration should be given to ensuring children cover a range of experiences and outcomes throughout the year in number, money, measure and shape, position, movement and information handling to ensure they receive a broad and balanced curriculum.

Attainment in literacy and English:

- Overall, children are making good progress in literacy.

Listening and talking:

- Overall, most of children are making good progress in listening and talking. Across the school most children listen well and respond to each other and adults in a respectful and

courteous manner. During inspection activities most children spoke confidently about specific aspects of their learning, using appropriate vocabulary and applying techniques such as eye contact when responding to others. Most children in P1 can respond to simple instructions. By P4, most children can ask and respond to questioning and can identify key ideas well within spoken texts. By P7 most children can contribute relevant ideas, information and opinions when engaging with others.

Reading:

- Overall, most of the children are making good progress in reading across the school. At early level, the majority of children can retell familiar stories in different ways, sequencing key events appropriately. The majority of children apply their phonics knowledge confidently to read and spell common words. At first level, almost all children understand the difference between fact and fiction and can identify key facts within a text. They can read aloud a familiar text with understanding and expression. Regular opportunities to participate in paired reading activities with older children is increasing confidence and fluency. At second level, almost all children can use a variety of sources to research, including the use of digital technology. They recognise a range of techniques used to influence the reader. They can identify aspects of a writer's style and explain how this influences their choice of books. Children speak positively about the approaches used to encourage reading for pleasure. The school should continue to develop children's skills in setting individualised personal reading targets.

Writing:

- Overall, the majority of children in P1 are making good progress in writing. This increases to almost all at P4 and most at P7. The majority of children at P1 can write independently. A significant minority of P1 children would benefit from developing correct letter formation in order to improve the legibility of their writing. Most children from P3 upwards write at appropriate length for a variety of purposes in imaginary and real life contexts. Writing takes account of a wide variety of genres and effective use is made of writing activities across a range of curricular areas. Children across the school use a range of appropriate punctuation to structure their writing and demonstrate an understanding of a range of techniques to engage the reader. By P4, almost all children can use a range of strategies to support their spelling. At second level, most children make effective use of digital technology to write stories, present factual information and present poetry. There is scope to improve the consistency of the presentation of writing across the school, building on the best practice evident in some classes.

Attainment in Numeracy and Maths

- Overall attainment across the school is good.

Number, Money, Measure

- Across the school children are working to develop their mental agility skills. Almost all children at P1 work confidently on addition calculations within ten and can complete simple number patterns. At P4, children add and subtract two and three digit whole numbers. They regularly use multiplication and division facts to support their calculation work. At P7, most children accurately convert between fractions, decimals and percentages and can find simple fraction amounts. They can use the four operators in calculations with decimal numbers. At P7, there is scope to further develop skills in algebraic reasoning.

- At P4, most children can identify coins and notes to £20 and use these to find simple amounts or change required. The school should continue to explore opportunities for children to develop their money in real-life contexts at second level.
- P1 measure and estimate lengths using cubes. Most children at P4 work with time to quarter hours. They convert decimal metres to centimetres. Children at P7 have developed an understanding of the link between speed, distance and time. Most children at P7 can calculate areas of squares, rectangles and triangles. They are developing their understanding of how to convert between common units of measure.

Shape, Position Movement

- Most children at P1 can identify whether a shape is 2D or 3D. Through first level children develop an understanding of the properties of 2D and 3D shapes. At P7, most children plot coordinates in four quadrants and use mathematical language to describe and classify a range of angles. There is scope to develop children's understanding of complementary and supplementary angles.

Information Handling

- At P1, children have displayed choices they have made in a bar graph. Children in P4 are beginning to develop their understanding of information handling. At second level, children explore a range of statistical diagrams, including pie charts, bar graphs and line graphs. The school should continue to create opportunities for children to develop their information handling skills throughout the curriculum. Children working at first and second level would benefit from opportunities to develop their understanding of chance and uncertainty.

Attainment over time in literacy and numeracy:

- Staff confidence in their accuracy of professional judgement in relation to achievement of Curriculum for Excellence levels has increased over the course of this session as a result of moderation activities. In light of this the school feels that comparisons between this year's predicated levels of Curriculum for Excellence attainment and last year's data would be unreliable.
- The development of systems to track pupil attainment is at an early stage of development. To ensure that attainment gaps are identified, and the impact of interventions measured, the school should continue its development of effective tracking and monitoring systems. Building on the increasing confidence of staff, the school should continue to develop its moderation approaches, utilising national guidance, to ensure a shared and robust understanding of standards.
- The school should re-visit their approaches to planning learning, teaching and assessment to ensure learning experiences are sufficiently challenging.

Achievement:

- Children's achievements are recognised and celebrated through displays, awards at assembly, local press and the school website.
- Children in P7 are developing confidence in leadership skills through taking on roles such as play leaders, and serving on the tuck shop. Play leaders show care and concern for their peers and exercise responsibility through leading playground activities for younger children. They promoted the wellbeing of elderly members of the community by delivering

activities and social interactions across four sessions at a local residential care home. There is scope to extend the range of leadership opportunities for children at other stages of the school.

- A high number of children in the upper stages gain confidence through participating in music events and festivals, instrumental music instruction, and sporting competitions and festivals with other schools in sports such as netball, hockey and badminton. The school is aware of barriers to participation such as access to transport, and takes steps to identify and remove these barriers for individual children. The school choir performs regularly and children gain confidence in performing to an audience through the bi-annual school show. Those in P6/7 developed independence through a five night residential trip to Edinburgh where they experienced a range of cultural and social activities.
- The school recognises the need to develop approaches to track children's participation and skill development resulting from their participation in extra-curricular activities and wider aspects of school life such as leadership roles. This would inform the effectiveness of their approaches to removing barriers to participation and ensure progressive skill development.

Equity for learners:

- As part of the Scottish Attainment Challenge, the school's participation in a P1 vocabulary pilot has resulted in all children involved in this project improving their vocabulary levels.
- The effective monitoring and tracking of children requiring additional support is ensuring that appropriate plans and supports are in place to meet their needs. As a result, the majority of children requiring additional supporting are making good progress in their learning.
- The school needs to be clearer about what its gaps in attainment are and what strategies it is putting in place to address this and identify measures to determine success.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- *Progress in communication, early language, mathematics and health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

- From observations and discussions with practitioners in the nursery, most children are making good progress in their learning. In health and wellbeing children are aware of the importance of eating healthy foods. There is a good focus on children's social and emotional wellbeing. Children demonstrate good physical skills such as climbing and balance during outdoor play and when making use of additional space within the school.
- Most children are making good progress in early literacy and language. They are becoming confident communicators with a few children engaging in extended conversations, using a wide range of vocabulary. Most older children are able to recognise their name as they select their snack card and find their name labels to put on their artwork. A few are aware of initial letter sounds of their names. Children have opportunities to develop their early mark making skills and 'writing' skills during play. As recognised, children would benefit from increased opportunities to develop and apply their early writing skills through real-life contexts.
- In early numeracy and mathematics children are making good progress. A few children are making very good progress. They count naturally as they play and as part of nursery routines. A few children count forwards and backwards from different starting points and are beginning to develop early addition and subtraction skills. Through play, children are becoming aware of the properties of shape and use appropriate comparative language. As the outdoor area develops, children will benefit from increased opportunities to develop and apply their early numeracy and mathematic skills.
- Children's early science skills are developing as they learn about space and carry out experiments to create volcanoes. A few talk confidently about wildlife they see while living on the island.
- To ensure a robust process for identifying the progress children are making in their learning over time, individual trackers and 'learning stories' need to be developed further. Currently, practitioners are relying on professional judgement which is not fully moderated. Systems in place to record children's progress do not reflect the progress children are clearly making. Practitioners would benefit from engaging in professional dialogue with each other and colleagues working within the early level, to develop a shared understanding of continuity and progression in learning across the early level.

- Children's achievements are recognised through praise and during circle time. Their wider achievements are celebrated on the achievement wall and build up a picture of children's experiences out with the setting. Practitioners know their children and families well and value what they bring to the nursery. They strive to ensure they are fully included in the life of the setting.

School choice of QI: 2.6 Transitions

- **Arrangements to support learners and their families.**
- **Collaborative planning and delivery**
- **Continuity and progression in learning.**

Nursery

- Transitions into the setting are managed sensitively to support children and their families. Information from parents in relation to children's care needs and interests are gathered to build a picture of a child's previous experiences. There is scope for practitioners to re-consider the way they gather this information to provide a more detailed picture of children's prior learning and experiences.
- Practitioners have established links with a few other settings where children have a split placement. This now needs to be extended to other settings to ensure continuity in learning and care for all children in this situation.
- To support children moving onto P1, a number of pastoral activities are arranged within the school to support children to make a smooth transition into P1. This includes involvement in school events and primary pupils visiting the nursery. Children in the nursery and P1 would benefit from increased opportunities to play and learn together. Information on children's progress within the nursery class is shared with the P1 teacher. Building on this, practitioners working across the early level would benefit from increased opportunities to work together to reach a shared understanding of expectations and play-based pedagogy across the early level.

Primary

- A comprehensive draft transition document has been developed which outlines clear expectations of what procedures should be in place to support differing types of transitions at all stages - February 2017 - pre-school to early years – pre-school to P1 - early years to P1- Scalloway Primary School to other schools - internal transitions - P7 to S1 - enhanced transition. School should progress their work in this area to further consider transitions for children transferring in to Scalloway and for children returning to Scalloway from shared placements.
- Anderson High School cluster headteachers meet every term and transition is a standing item on the agenda. The cluster has a transition pack in place and a calendar of events to support positive transitions for all P7 pupils. Transition is further strengthened through parental engagement evenings and the completion and transfer of a P7 profile.
- Evidence gathered throughout the inspection suggests that there is a need for a stronger, more effective transition in relation to children's learning from early years to P1 to support children's progress more effectively.
- The calendar of events to support children's transition to Anderson High School includes enhanced transition for children who require it. As well as a number of meaningful subject focussed exercises and the electronic sharing of pastoral notes.

- Levels of achievement information of P7 in mathematics, English and modern languages and health and wellbeing progress information are passed on to secondary from associated primary schools to support progression in children's learning.
- The school has been proactive in recruiting former pupils to speak with P7 pupils about the transition to secondary and help reassure them about the move and help dispel some myths about the transfer to secondary school.
- Interviews with partners supported the view that curricular transitions with secondary colleagues had been strengthened over recent years including in English, mathematics and modern languages.
- There are a number of notable features to the school's multi-faceted approach to transition. These include – additional support needs staff undertaking visits primary to secondary and vice versa - enhanced transition for some begins in P6, cluster meeting of modern languages staff, secondary mathematics staff visit primaries to discuss pupil placements and the *Aiming for High Transition* work which has a health and wellbeing focus.
- Careers Education Transition Project – references well the work of Skills Development Scotland – My World of Work – Planit Plus - creative industries –construction- digital technologies –hospitality, leisure and tourism - uniform and security services – this is hugely positive but overall needs to be linked more strongly with the career education standard and the Developing Scotland's Young Workforce agenda.
- New in school transition programme was devised following discussions with Pupil Voice group May 2016 and an Anderson High Library transition project supports children and young people to become more interested in reading through the selecting of personalised books.

Particular strengths of the school

- Respectful children, happy in school and enjoying their learning.
- Collegiate and supportive staff team, well led by the headteacher, creating an enabling context to secure school improvement.
- An attractive and motivating learning environment in school. Staff willingness to involve parents and make very good use of the local community and culture to enrich learning, making it more relevant to children's lives.
- Impact of approaches to support children in overcoming barriers in their learning. The positive effect of the school's work with parents and outside agencies to support children and their families.

Agreed areas for improvement for the school

- Across the school community and working with all stakeholders, develop a clear vision to direct the school's on-going work in securing further improvements.
- Further strengthen approaches to self-evaluation and the monitoring and tracking of children's progress across the early years and school. This will inform appropriate interventions and priorities for improvement at a whole school level. Increase the pace of change within the early years.
- Further develop integrated approaches to planning learning, teaching and assessment.
- Continue to progress work in supporting greater staff confidence in assessing children's progress and in a shared understanding of standards.

What happens at the end of the inspection?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Shetland Islands Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

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.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

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