Summarised inspection findings

Lockerbie Primary School, Learning Centre and Nursery Class

Dumfries and Galloway Council

9 June 2020

Key contextual information

Lockerbie Primary School is part of the 2-18 Lockerbie Campus and is situated in the town of Lockerbie. The campus also encompasses a nursery class, learning centre and Lockerbie Academy. This temporary arrangement has been in place since August 2018. It has been proposed to the school community that this trial period will run for another year. The headteacher of the secondary school is acting headteacher for the 2-18 campus. The primary school has 309 children on the roll organised into 11 classes.

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 Interactions ■ effective use of assessment ■ planning, tracking and monitoring	

■ Led by the acting headteacher of the campus, staff have improved relationships, developed approaches to behaviour management and established agreed school values. As a result, school exclusions have reduced significantly. Parents and staff comment on the calm atmosphere around the school. School leaders and the wider staff team recognise the need to increase the pace of school improvement. They need to improve outcomes for children's attainment and achievement across the school community.

■ The school accommodation, with large bright rooms and well developed outdoor areas, offers considerable potential for staff to develop an active and motivating learning environment for children. In addition, staff need to make more use of the attractive campus setting to plan and provide children with a progressive, relevant and broad curriculum.

■ Children are respectful and well-behaved. They enjoy engaging with adults to talk about their interests and lives outside school. Across the school, they are passive, compliant participants in classroom lessons. A few can describe the purpose of their learning. Too many children lack the confidence and understanding to talk about learning, their progress, or how they will achieve success. In a few lessons, teachers' explanations and instructions are clear and they make effective use of questioning to promote children's thinking and check their understanding. However, these approaches are not consistent across the school. In too many lessons, children remain unclear of their task. In a few lessons, children are unable to read their worksheet or textbook. As a result, they are not independent in their learning. In a few classes, children have to wait too long for adult support and clarification if they need this. Teachers do not match learning activities sufficiently well to children's needs and interests. Learning activities across the school lack pace and variety. Across the school, staff need to develop shared understanding and raise their expectations of what children can achieve across the school.

■ Across the primary stages, children are taught by a number of staff each week. This is not always effective in meeting their needs. Senior leaders need to ensure that staff deployment results in continuity, coherence and progression in children's learning. Senior leaders should

take steps to improve children's experiences and improve attainment. They should take prompt action to establish agreed, high quality approaches to learning and teaching at all stages and ensure they are consistent in taking these forward. As yet, teachers do not have a shared understanding of differentiation. The pace and challenge of lessons do not always meet children's needs. Staff need support to develop the ability to offer creative and active learning experiences for children across the curriculum. Children's learning activities and resources are not of a consistent high quality to meet their needs.

■ Staff are beginning to develop their skills in self-evaluation. They need to reflect on how they use time for children's learning across the school. Too much of children's time for learning is lost when they move from one lesson to another. This is also the case at the start and end of the day. Domestic arrangements, including registration, tidying and packing up, impact negatively on how time is used for children's learning. Staff should also ensure that children's learning and development is supported and enhanced during 'choosing time'.

■ Children enjoy accessing laptops in class on a rota basis. They develop skills in manipulating text, and use games to practise learning in literacy and numeracy. Staff are increasing their confidence in using digital tools to enhance and support children's learning. Senior leaders should support staff to ensure children at all stages develop their skills in digital literacy in a progressive way. Children need to access and choose from a wider range of digital tools.

■ Staff are learning skills and knowledge on developing a nurturing school. Groups of children are supported in the calm and welcoming nurture base. These children learn how to build social skills, work together to build friendships and resolve conflict. They are more settled in class as a result. As the school continues to develop nurturing approaches, staff need to ensure they take account of national support and guidance. Across the school, staff do not yet have a shared understanding of current advice. Staff's use of sanctions across primary stages and the nurture base does not match the aspiration to have a nurturing school ethos. Staff should take more positive approaches to managing children's behaviour. In so doing, they need to take better account of the needs of younger children and those who face barriers in their learning and lives.

■ Support for learning staff primarily work with individual children outwith class on diagnostic assessments in literacy and numeracy. They use the results of these assessments to give teachers guidance on next steps in learning for these children. School leaders should ensure greater coherence in the work of all staff who support children who need additional support with their learning. All staff do not yet have a clear overview of the needs of the children they work with. Across the school, staff need to use a more holistic approach to meet children's needs and close the attainment gap so that all children make progress.

- Across the school, staff use a range of approaches to plan learning and teaching, including overviews to support their long term curricular planning. However, assessment is not yet an integral part of staff's planning for children's learning. Moving forward, staff should work together to improve their skills in assessment and planning. Their assessment evidence is not yet reliable or valid across literacy and numeracy or other curriculum areas. Staff do not yet have a shared understanding of moderation. Across the learning community, staff need to increase and raise their expectations of what the children of Lockerbie can do. Children need to experience a curriculum where teachers help them to embed fully, skills for learning, life and work.

- Senior leaders have not yet developed whole school approaches to tracking and monitoring children's progress and achievement. They need to do this as a matter of urgency to ensure children make much better progress. Senior leaders need to take a much more high profile role in leading learning, teaching and assessment. They need to engage with children about their learning and give teachers clearer feedback on the quality of learning and teaching in order to make necessary improvements to children's outcomes.

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	weak

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
- ■ Overall, levels of attainment in literacy and English, numeracy and mathematics are weak. A significant number of children are not making sufficient progress. Teachers' professional judgement is not yet sufficiently robust.

Literacy and English
- ■ Overall, children's attainment in literacy and English is weak.

Listening and talking
- ■ Children's attainment in listening and talking is satisfactory. The majority of children use age and stage appropriate verbal and non-verbal body language when engaging with others. At early level, most children follow simple instructions well and answer simple questions with accuracy about themselves. At first and second level, the majority of children communicate with clarity and are audible. Across the school, most children do not listen to one another, or staff, sufficiently well and are not skilled enough in taking turns.

Reading
- ■ Children's attainment in reading is weak. At early level, a few children are beginning to use their knowledge of sounds, letters and patterns to read words. At first level, the majority of children answer correctly literal questions about texts most of the time. They are unsure of how to make inferences from a given text. Most children are not always able to explain how they would choose a specific text for enjoyment, for example using the title, author and blurb. At second level, the majority of children identify the main ideas of a text with appropriate detail. Almost all children need to develop further their skills in reading with expression using appropriate pace and tone.

Writing
- ■ Children's attainment in writing is weak. Across the school, most children need to develop skills in the presentation of their writing. At early level, most children form most lower case letters legibly and a few are beginning to attempt to spell familiar words correctly. At first level, the majority of children write independently, punctuating a few sentences using full stops with accuracy. Most children need to develop their skills in starting sentences in a variety of ways and using common conjunctions to join sentences. They are not skilled sufficiently in writing for a variety of purposes. At second level, the majority of children write in a fluent and legible way. They attempt to engage the reader through varied vocabulary. At second level, most children are not sufficiently skilled in writing extended pieces of text.

Numeracy and mathematics
- ■ Overall, children's attainment in numeracy and mathematics is weak.

Number, money and measurement

■ At early level, the majority of children order numbers correctly, within the range 0-20. However, most lack confidence in identifying the number before and after and missing numbers in a sequence. A few add and subtract mentally to ten and share out a group of items equally into smaller groups. Most children lack confidence using appropriate language to compare and describe lengths and heights. At first level, a minority of children calculate accurately addition and subtraction problems with three digit numbers. A few children are confident multiplying and dividing whole numbers by 10 and 100. Just over half the children use the correct notation for common fractions such as a half, two thirds, three quarters. Most children tell the time half past successfully using analogue and digital clocks. However, only a few children correctly tell the time using quarter past and quarter to using analogue clocks. The majority of children working at second level, multiply confidently whole numbers by 10, 100 and 1000. They calculate accurately the duration of activities across several hours and parts of hours using 12 hour clock notation. Almost all children lack confidence creating equivalent fractions and expressing fractions in their simplest form.

Shape, position and movement

■ Most children at early level understand and use correctly the language of position including in front, behind, above and below. Most children are not yet able to describe common two-dimensional shapes. At first level, the majority of children are becoming familiar with the names of a few simple two-dimensional shapes. However, almost all children are unfamiliar with mathematical language to describe a range of common three-dimensional objects. This includes the terms face, edge, vertex and angle. A few children identify correctly right angles in the environment around them. Most children do not know that a right angle is ninety degrees. At second level, most children use acute, obtuse and reflex with accuracy to describe angles. A minority of children link confidently their knowledge of the eight compass points and angles to describe, follow and record directions.

Information handling

■ At early and first level, there is insufficient evidence of children's learning in handling data and analysis at this stage of the school session. A few children working at first level recall using tally marks in the past. At second level, children need to develop their skills in using digital technology to record, organise and present data. Children have significant gaps in their knowledge and understanding of information handling.

Attainment over time

■ Across the school, there is a lack of reliable, robust data on children's overall progress and attainment over time. Children`s achievement of expected levels across the school is not consistent.

Overall quality of learners' achievements

■ The school celebrates children's achievements in and out of school at assemblies, on wall displays and on social media. Children have a sense of pride as a result of these forms of celebration. At P7, children are house captains and vice captains. They are unable to identify what skills they are developing in these roles. Children across the school need to be able to achieve more through taking on different roles, including leadership. Children are not developing their skills sufficiently through for example, taking on areas of responsibility. It is important that children develop an awareness of the skills for learning, life and work.

Equity for all learners

■ Senior leaders use the Pupil Equity Fund (PEF) to develop nurturing approaches across the school. As a result, the small number of children attending the nurture base have been able to improve their emotional, social and behavioural development. As yet, senior leaders do not

have accurate information of the impact of the use of PEF on other areas. They need to ensure that their interventions improve children's attainment, achievement and progress. Senior leaders need to address equity of opportunity for all children to achieve, through being able to access trips associated with international education.

- Senior leaders do not track and monitor the progress of the most disadvantaged children. They should take structured and prompt action to address this issue to ensure all children attain and achieve.

Quality of provision of Special Unit (contributes to school evaluations)

Context

Lockerbie Campus Learning Centre is a local authority provision for learners between the ages of 2 and 18 who have a range of severe and complex additional support needs. A resource panel within the authority selects learners for attendance based on assessment. At the time of the inspection, 20 learners from P1 to S6 were registered. The learning centre has five classrooms and a range of specialist resources including sensory rooms and a hydrotherapy pool. Teachers allocate children and young people to classrooms based on identified needs. A minority of learners access learning experiences alongside their mainstream peers.

QI 2.3 Learning, teaching and assessment

■ The learning centre has a calm, caring ethos in which learners enjoy positive relationships with staff. This helps them to settle quickly and overcome any anxieties they may have with their learning. Almost all learners are happy at school and enjoy learning. Staff value and respect them as individuals. Most learners interact well with staff in lessons using their individual methods of communication.

■ Senior leaders arrange learners in classes according to their level of needs. A few learners are beginning to develop relationships with their peers. Learners should have more opportunities to work together and interact with their peers in the course of lessons. Current arrangements limit the amount of time children and young people spend learning alongside peers.

■ Almost all learners are non-verbal communicators. They use a variety of communication methods including objects, pictures, symbols and for a few, digital technologies, signing, and speech. Staff understand the importance of supporting learners to develop their communication skills. Recent work to introduce alternative and augmentative communication is beginning to impact positively on learners. It is improving their ability to contribute to learning and to make choices. Staff should continue to develop further approaches to communication.

■ In most lessons, learners engage in their learning with a high level of direct staff support. Learners are particularly motivated when staff encourage them to lead learning. For example, by instigating movements in the hydrotherapy pool or requesting the bubbles. Staff should provide more planned opportunities for learners to shape their learning experiences.

■ Across classes, staff members' expectations of what learners can achieve, are not sufficiently high. Staff need to increase time spent on purposeful, planned learning activities and minimise unnecessary down time. Staff need to review timetables to ensure that they are maximising learning opportunities throughout the school week for all learners. Senior staff should monitor expectations, pace and challenge to ensure that all planned learning engages learners in purposeful activities.

■ Staff have an understanding of learners' strengths based on a range of information, assessments, and plans developed with key partners. Learner profiles provide detailed information of learners' strengths, interests and strategies to support maximum engagement in learning. This forms the basis of the learners' individualised education programmes. Teachers need to use this information to plan next steps in learning to meet better the needs of all learners. Staff need to link next steps to learners' planned learning and allow for the tracking and evidencing of progress.

■ Senior leaders do not yet take full account of national guidance to develop the curriculum. They need to ensure that all learners receive their full entitlement to the broad general education and senior phase. Staff's use of assessment is not yet an integral part of planned learning and teaching. Senior leaders should develop approaches to assessment which provide reliable evidence which supports learners' progress.

QI 3.2 Raising attainment and achievement

■ Staff have recently started collecting information about the progress and attainment of individuals. They measure progress by evaluating against personalised targets in literacy, numeracy and health and wellbeing. Their expectations of what the majority of learners can do are not sufficiently high. Learners need further challenge in order to make better progress with their literacy and numeracy.

■ The progress of learners is not sufficiently assessed or moderated. Senior leaders recognise the need to use a wider range of assessment evidence to demonstrate breadth, challenge, and application. The new tracking system, which takes account of the milestones for individual learners' progress, is at an early stage of development. Currently, there is limited evidence of learners' progress. All staff need to develop a shared understanding of how to moderate learners' progress. Teachers have started to assess learning using their own professional judgements. However, across the school, further moderation is required to ensure they have a shared understanding of attainment. To progress this further, staff should work in partnership with other schools.

■ Almost all learners have complex communication needs including being non-verbal. Staff use a range of systems such as signs, communication books, symbols, and signifiers to develop effectively learners' understanding and engagement in learning. This is enabling learners to communicate their thoughts and views and supports them at points of transitions between activities. Staff should continue to assess and review learners' communication needs to ensure they all progress. The learning centre's data and supporting evidence, does not yet accurately measure progress over time.

■ Most learners are proud of their achievements and the new skills they are developing. Many enjoy receiving certificates to acknowledge their success. Displays in the learning centre and around the school allow learners to share achievements with the wider school. Learners gain a few school and external certificates for individual achievements based on the four capacities. Senior leaders need to develop more relevant achievement and accreditation pathways for learners across the broad general education and the senior phase.

■ Staff know and treat learners as individuals. They are dedicated to meeting their needs and overcoming any barriers to success. The school requires to identify flexible learning pathways for all learners to help ensure that no child or young person is disadvantaged due to their personal needs.

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.