

Summarised inspection findings

Canisbay Primary School

The Highland Council

22 January 2019

Key contextual information

The headteacher is a cluster head with responsibility for another school which is not part of this inspection summary. At the time of the inspection there were no pupils in P1.

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

- Almost all children feel the school values their achievements and helps them to understand the progress they are making. They are happy with their teachers and find they can seek help when they need it. Most children say they enjoy learning at school and most are capable of taking more responsibility for their learning. They say that they would like more challenge in their learning. Children are happy at school and say the school helps them to treat others respectfully. They are consulted regularly about the work of the school and participate in a variety of committees. Almost all parents who engaged in the inspection, are satisfied with the work of the school overall and pleased with the progress children are making. Staff have had an appropriate focus on profiling children's work and achievements and consulted parents about the ways they can be more involved in their child's learning. This should be further reviewed to ensure children continually build on prior learning and know themselves better as learners. The school should ensure all learners are engaged effectively in their learning and that all lessons and activities are well matched to children's needs.
- The staff work very effectively as a team. They are successful in promoting the school's values and are successful in fostering respectful relationships. The staff should consider how they can further develop the promotion of equalities with children, parents and partners. The school environment is used effectively to create attractive learning spaces both indoors and outdoors. Support staff work well with teachers in their roles to support learning in literacy and numeracy. Digital technologies are used effectively to support learning. Teachers are developing skills in questioning that leads to children using higher order thinking skills. However, this is not yet fully consistent across all levels. Teachers should develop increased independence in learners through collaborative group work and cooperative skills. Differentiated groups are well managed and appropriate tasks match the needs of most learners. Expectations of what children can be expected to achieve are not yet consistently high enough. Staff should look outwards to gain increased opportunities to learn from best practice in their own school and from good practice in other schools. A promising start has been made to moderation activities in writing. Feedback is most effective when comments on children's writing makes clear how they can improve. Staff should consider how learning intentions, success criteria and feedback through questioning and plenary sessions can be linked more effectively.
- The school has well-planned improvement priorities that focus on literacy and numeracy. Staff are becoming familiar with a variety of assessment approaches. Staff are developing

confidence in assessing standards in writing and applying criteria to support their assessments of Curriculum for Excellence levels. They have made a recent start to using benchmarks in literacy and numeracy which is leading to them making more confident and robust judgements about attainment. They work closely together to ensure children make appropriate progress through levels and collaborate with cluster schools and staff from Wick High School to validate standards. The school should now develop a clear framework for assessment that brings consistency to assessment informing next steps in learning for all children. They should now extend the use of national benchmarks to include all curricular areas.

- Overall, staff know children and their families well. They are committed to supporting those who have additional barriers to their learning. A variety of interventions are identified to help ensure every child makes the best progress that they possibly can. Support staff are deployed to implement the use of resources directly focused on Pupil Equity Funding (PEF). Staff believe this targeted support for children requiring help in literacy and numeracy, is leading to individual children making effective progress. The collated assessment used to inform professional dialogue with staff is a very helpful start to developing a framework for assessment. An increased focus on assessment to inform teacher judgements and monitoring of learning and teaching should lead to consistency in high quality learning and teaching.

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

- Overall children are making satisfactory progress in literacy and English and numeracy and mathematics.
- Data presented by the school, demonstrates most children are achieving appropriate Curriculum for Excellence levels in reading, listening and talking and numeracy and mathematics. A majority are achieving appropriate levels in writing. Staff are at the very early stages of using national benchmarks and moderation to support teacher judgements. They should continue with this work to ensure teacher judgements are robust and reliable.
- Children with additional support needs are well supported by staff who know them well. Staff are proactive in putting interventions in place for children with a variety of additional support needs. The headteacher keeps an overview of support and intervention. She should ensure the interventions are tracked and monitored to demonstrate the impact on attainment.

Attainment in literacy and English

- Overall attainment in literacy and English language is satisfactory. Across the school attainment in writing, talking and listening is variable. By second level, most children are making good progress in reading and writing. The school should take steps to increase opportunities for moderation of writing to include the application of skills across the curriculum. Children requiring support in literacy are making appropriate progress.

Listening and talking

- Most children are making appropriate progress in listening and talking. Across the school, most children talk confidently to adults and to each other. At the first level, most children listen well and follow instructions successfully. The majority of children discuss characters within texts and share their own ideas about the author's use of language. By second level, most children interact well with one another and build on the ideas of their peers. However, children are not yet sufficiently skilled in talking cooperatively in small groups and using listening skills to know how to take turns effectively.

Reading

- Overall, most children are making good progress in reading. They engage with a range of texts across learning and regularly select non-fiction books from the school library to research topics of interest. Children at first level use their knowledge of sounds, letters and patterns to read unfamiliar words with growing confidence. They blend sounds using a variety of phonic approaches. Most children read with growing confidence and expression paying close attention to punctuation. By second level, most children talk about character, make predictions

and select relevant information. They identify vocabulary the author has used to engage the reader and read sophisticated text with good comprehension.

Writing

- Overall, the majority of children are making appropriate progress in writing. Children write for a variety of purposes. At first level, most children are growing in confidence with pencil control and formation of letters. The majority of children are beginning to select appropriate structure and style for specific genre including recounts and factual reports. The majority are regularly using common conjunctions to link sentences and use simple punctuation appropriately within their writing. A few are using paragraphs well to structure reports. By second level, most children use a range of vocabulary to convey thoughts and ideas in story writing. They write with increasing awareness of audience, accurately use a range of punctuation and organise ideas logically in paragraphs. Standards in writing are not yet consistently high across all levels.

Numeracy and mathematics

- Overall children across the school are making satisfactory progress in numeracy and mathematics. Staff continue to include numeracy and mathematics in learning conversations with children and recording these in learning profiles. A majority of children have started to set targets with support from their teacher.
- There is a strong focus on number and number processes. The headteacher and staff should review progression pathways to ensure children have opportunities to develop their mathematical skills and thinking across a range of experiences and outcomes.

Number, money and measure

- At first level, children identify odd and even numbers. They round numbers to 10 and use this strategy to estimate answers to addition calculations. Most children find halves and doubles confidently. Children working at first level talk about a few mental agility strategies. However, they are unable to apply these strategies to solve problems. Children working across second level are learning about negative numbers. They place negative numbers on a number line and a few can add and subtract negative numbers. Across the school there is scope for children to apply their learning in a range of contexts with greater confidence.

Shape, position and movement

- At first level, children talk about the simple properties of a circle. They name common 2D shapes and talk about their properties. Children's work on symmetry is displayed in the classroom. At second level, children can name common 3D objects and talk about their properties. They select appropriate units of measurement for a range of tasks and are developing knowledge of perimeter and area. Opportunities for children to make links with real life examples will help support them in applying their learning in new contexts.

Information handling

- At first level, children have created simple bar graphs to display information about eye colour and how they travel to school. Staff should provide opportunities for children across the school to gather, display and interpret a range of data. Real life contexts and the use of digital technology when gathering, displaying and interpreting data should also be planned for in a progressive way across the curriculum.

Attainment over time

- The school has identified the need to develop a system to regularly track and monitor children's progress. The headteacher and staff should take this forward as a priority.

- Teachers use a range of assessments to identify children who require support with their learning. They plan collaboratively to ensure interventions are well focused on literacy and numeracy. Staff should ensure interventions are tracked and monitored regularly to measure the impact the interventions are having on children's attainment.
- Teachers speak positively about the early impact moderation has had on learning, teaching and assessment of writing. Further planned moderation, beyond writing, with colleagues across the associated schools group and with Castletown Primary School will help to support teachers in planning appropriate learning and assessment for all learners. Teachers should widen their range of evidence and make use of national benchmarks in literacy and English and numeracy and mathematics to support their judgement on achievement of a Curriculum for Excellence level.

Overall quality of learners' achievement

- Children in P4 to P7 are members of the gardening club, eco committee, pupil council, junior road safety officer and Fizzy Friday group. The groups contribute well to the wider life of the school. The gardening club grows vegetables that are used in the school kitchen for lunch. Children record their achievements in and out of school in their learning profiles and are proud to have their successes displayed in the school entrance. Children participate in the annual Junior Wick triathlon and Canisbay heptathlon. They talk proudly about their achievements in this and the performance records that have been set and broken over the past few years. P6 and P7 participated in the national 'Polli:nation' project and successfully developed their school grounds to attract local insects and wildlife. The project supported the development of skills for learning, life and work. Children and staff should now link achievements to the four capacities and skills being developed.

Equity for all learners

- Staff know the children and the community well. They are aware of the different factors that may affect equity in a rural community. Pupil equity funding has been used to fund a pupil support assistant to improve attainment in literacy and numeracy across the school. A majority of children feel that they are treated fairly and with respect.

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.