Summarised inspection findings

Winton Primary School

North Ayrshire Council

27 February 2024

Key contextual information

Winton Primary School is a non-denominational school in the town of Ardrossan, North Ayrshire. At the time of inspection, there were 134 children on the school roll. The head teacher is the head of both Ardrossan Academy and Winton Primary and Early Years Class. She has been in post at Winton Primary for 18 months. There are plans to build a shared all-through campus for children and young people aged 2-18 over the next two academic years. The headteacher is supported by a depute headteacher. In addition, to support the work towards a shared campus, a principal teacher is also part of the leadership team in the primary school. There have been recent changes to teaching staff across the school with new staff joining the team within the last few weeks. Seventy percent of the school roll resides in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Just under 60% of children require support with their learning and 43% of the roll are entitled to free school meals.

There is an Early Years Class (EYC) as part of the school. As the EYC was inspected by Care Inspectorate in the last 18 months, the school and local authority have agreed that the EYC will not be inspected.

2.3 Learning, teaching and assessment	good
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	

■ All staff at Winton Primary School work very well together to create a positive, nurturing culture. They know children and families very well and have developed strong, trusting relationships across the school community. Children are polite, well behaved and proud of their school. Children and staff treat each other with respect and demonstrate a good understanding of the rights of others through their class charters and actions. Children are very supportive of one another which contributes very well to the 'Winton family' ethos.

■ In almost all lessons, teachers' instructions are clear and the majority of children understand the purpose of their learning. In a few lessons, children co-create success criteria with the teacher. Children use success criteria effectively to review learning. Senior leaders and staff should continue to develop a consistent language of learning across the school so that all children can explain the skills they develop as part of their learning experiences. The planned use of the cluster skills framework will support this work.

■ Senior leaders have successfully developed a positive culture where all staff work collaboratively to improve experiences for children. Staff work effectively as a team to improve their pedagogy to meet the needs of children. As a result, most children enjoy learning in school. Teachers are developing play pedagogy in a few classes across the school. At the early level, teachers balance well teacher-directed and child-led activities with opportunities for children to follow their interests. As teachers continue to develop this approach, they should ensure all activities consistently provide effective support and challenge.

- Across the school, in most lessons, teachers set work at the right level of difficulty to help children engage with learning. As a team, they should continue to review teaching approaches and the pace of learning. This will help to ensure that all learning experiences match well to all children's abilities and needs. In all classes, children have opportunities to use digital technologies. This supports their learning when researching new topics or accessing online resources through the use of bar matrix codes. Staff should now develop further their use of technologies across the curriculum to continue to enhance learning.

- The school values of respect, aspiration, equity, confidence and excellence are used consistently to recognise achievements across the school community. In all classes, teachers ensure the class layout supports children to select resources independently to help them in their work. They develop displays that support children's learning and provide work programmes which support children to work at their own pace. In a minority of classes, there are examples of vibrant, stimulating, literacy-rich environments which aid learning. Across the school, teachers plan well learning through group and paired work as well as opportunities for independent learning. Where appropriate, children are supported to engage in their learning through the use of visual timetables and digital tools. These approaches support children well to be included in the life of the class. As a result, most children are engaged in their learning and interact well during activities.

- Most teachers question effectively to check children's understanding and recall prior learning. In a few lessons, teachers use very effective questioning to encourage children to think critically. In the majority of classes, teachers provide written and verbal feedback to children. All teachers use different methods to check children's understanding during learning. They now need to develop consistent approaches to providing high-quality feedback to all children. Teachers should allow time for children to consider feedback given, using this to review their work and make improvements. This should also support children to improve the presentation of their work.

- Children are regularly involved in planning aspects of interdisciplinary learning and topic work. Teachers seek children's views to inform what and how children will learn. Almost all children report that their views are sought and acted upon. In all lessons, teachers link work to children's prior learning. In addition, all children have a range of opportunities to develop roles and responsibilities in class, across the school and in the community. As a result of these whole school approaches, children work well independently, in pairs and in groups.

- Teachers use a range of assessment approaches to determine children's progress in wellbeing, literacy and numeracy. Teachers undertook useful professional learning which is successfully improving their skills in the assessment of writing. They use a range of assessments effectively to identify children who require additional support with their learning. Teachers use this information to plan timely interventions and support. This is having a positive impact on children's progress. Teachers should build on this positive approach to ensure all assessment information is manageable and used to plan next steps in learning for all children.

- Teachers are engaging in school-based moderation activities. They have worked together to improve children's transition to secondary school. This is supporting teachers well to make accurate professional judgements about children's levels of attainment within literacy and numeracy. Senior leaders have planned further opportunities for all staff to work with colleagues across the cluster next term. This will continue to support teachers' understanding of progress and attainment through Curriculum for Excellence (CfE) levels in literacy and numeracy.

- Teachers use consistently a wide range of approaches to planning learning across all curriculum areas. They make effective use of the local authority's progression pathways to plan learning in literacy and numeracy. In other curricular areas, teachers gather a wide range of information about children's learning and progress across local authority, commercial and school-based planners. Senior leaders should work with teachers to streamline approaches to planning and assessment. This should support teachers' workload and reduce bureaucracy.

- The school are highly respected in the community for the support they provide for individuals and their needs. Teachers and support staff plan well together across stages and levels and are responsive to children's needs. They draw upon the expertise of educational colleagues to develop their practice to meet the needs of children. This includes developing whole school approaches to the teaching of reading and writing to improve children's attainment. Teachers plan lessons based on CfE experiences and outcomes and evaluate progress using national Benchmarks.

- Senior leaders meet with teachers termly to review a variety of assessment evidence. Together they discuss children's progress and record detailed notes about children's needs and next steps in learning. Staff provide a number of appropriate interventions for groups of children and targeted individuals. Staff provide targeted support to improve children's emotional regulation and increase their resilience. This supports children very well to engage positively in their learning. In addition, teachers provide targeted support for groups of children in literacy and numeracy. Children engage regularly with online, adaptive resources to support, practise and revise numeracy skills. This approach is helping to increase children's pace of learning and close gaps in phonological understanding. As a result, children's ability to read and write short texts independently is improving well. Although children are clearly making good progress, senior leaders now need to use tracking data more effectively. This will support staff to evaluate accurately the effectiveness of interventions and monitor more rigorously outcomes for individual children.

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. At the time of the inspection, there were no identified areas for development.

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

Attainment in literacy and numeracy
- ■ Overall, attainment in literacy and numeracy is good. The majority of children at early and second levels achieve national expectations in literacy and most in numeracy. Most children at first level achieve national expectations in literacy and numeracy. A significant number of children at each stage require support with their learning and most are making good progress towards achieving their individual targets. Across the school, a few children are exceeding nationally expected levels. Staff provide accurate information on children's progress and attainment.

Attainment in literacy and English
- ■ Overall, most children are making good progress from prior levels of attainment in reading and writing. Most children make very good progress in listening and talking.

Listening and talking
- ■ Across the school, almost all children listen well to adults and peers in a range of situations. At early level, most children take turns and talk to each other confidently in their play. They follow simple instructions. Almost all children at first and second levels share their views with adults when prompted. They listen well to each other and contribute to conversations with relevant information. At second level, almost all children explain the skills they need when presenting information to an audience such as eye contact and tone of voice. Children would now benefit from applying these skills to a wider range of contexts and audiences.

Reading
- ■ At early level, the majority of children identify letters and blend sounds to read simple sentences. At first level, the majority of children enjoy reading and read fluently. They apply skills such as summarising and predicting when discussing familiar texts. They discuss their favourite genre and give reasons for choosing particular texts. At second level, the majority of children answer literal, inferential and evaluative questions well. They read aloud fluently and use punctuation effectively to add expression. Children require support to clarify unfamiliar words, particularly where different dialects or subject-specific vocabulary is used.

Writing
- ■ At early level, the majority of children write letters using appropriate formation. They use spaces, capital letters and a full stop to write a sentence. At first level, most children write across a range of contexts. They use punctuation accurately and apply spelling rules well to write unfamiliar words. They now need to vary their sentence length and structure to engage the reader. The majority of children at second level incorporate interesting vocabulary specific to the genre into their writing. They include a wide range of punctuation accurately

although this could be increased. Across all levels, children need to improve their handwriting and presentation. They should be encouraged to write longer texts more frequently.

Numeracy and mathematics
- Overall, most children are making good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure
- At early level, most children are developing an awareness of how money is used and beginning to use a range of coins well in their play. At first level, most children solve addition and subtraction problems making best use of the mental strategies and written skills developed. The majority of children find it challenging to apply correctly their mental agility skills to calculate the total spend and calculate change. Most children on track to achieve second level read, write and order whole numbers to one million. They explain the link between a digit, its place and its value for numbers up to three decimal places. Almost all children carry out money calculations involving the four operations. Almost all children can explain what a fraction is. However, the majority of children require support to compare the size of fractions.

Shape, position and movement
- At early level, most children recognise, describe and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects. At first level, all children use mathematical language accurately to describe the properties of a range of common 2D shapes and 3D objects. At second level, most children use the language of acute, obtuse, straight and reflex to describe and classify a range of angles. A minority of children require support to draw a range of angles using key vocabulary.

Information handling
- As children progress through the school, they select and use the most appropriate way to gather and sort data for a given purpose in relation to their age and stage. At second level, most children calculate range, mode, median and mean then organise and display this data. Children now need to apply their information handling skills across the curriculum and use digital technologies to display data in different ways.

Attainment over time
- Across the school attainment over time is varied due to a transient population and different needs of individual cohorts. The small numbers of children at a few stages and, at times, varying numbers of children across the school year, make it challenging to identify patterns and trends. Teachers work closely with senior leaders to track children's individual progress over time. Although attainment is varied over time, teachers' professional judgements are now reliable and robust. They use national Benchmarks well and have a sound understanding of national standards. Senior leaders are able to show that most children make good progress against their individual targets. They meet with staff termly to make predictions and analyse information about children's progress. This helps inform decisions on how to support and challenge children effectively. As a result, a minority of children make accelerated progress as a result of interventions and targeted support.

Overall quality of learners' achievements
- All children from P3 to P7 take part in a wide range of committees. Children speak proudly of their involvement and opportunities to shape the work of the committees. Older children experience leadership roles as house captains and buddies, which helps them build confidence. Children and staff raise funds regularly for local charities and contribute to improving the lives of others in the community. They have a good understanding of children's rights and their role as global citizens.

- All staff recognise and celebrate children's achievements, in and out of school, at assemblies and through social media. Children develop artistic and sporting skills from the variety of lunchtime and after school clubs suited to their interests. Teachers track well children's achievements to inform their planning. As planned, staff should continue to support children to recognise more clearly the skills they are developing and how they contribute to future career aspirations.

Equity for all learners

- Senior leaders ensure the cost of the school day is minimised and work closely with the active and highly supportive Parent Council to do so. The Parent Council raises funds and sources grants to help very well the work of the school. Children and families have access to a uniform swap shop as well as a confidential service to access free uniform. Children take part in excursions which are provided with no cost to families. Staff use tracking information and their strong knowledge of children and families to provide children with access to free extra-curricular activities within the school. Staff have developed strong partnership links with the St. Vincent de Paul charity. They provide the school with additional funding to support children and their families. In this academic session, it has been used to support children to take part in the P7 residential experience. This partnership approach ensures no child misses out on experiences.

- Senior leaders use Pupil Equity Funding (PEF) effectively to support identified groups of children and individuals. This consistent support improves children's wellbeing and engagement with school as well as increase their literacy and numeracy skills. They have rightly identified the need to plan with a focus on sustainable improvements. A minority of children access nurture support which is increasing their confidence, self-esteem, and resilience as well as important skills such as listening and turn taking. Teachers use an internal referral system to identify children who would benefit from targeted support for their wellbeing. Staff's use of nurturing approaches is increasing children's confidence and engagement in the life of the school as well their social skills.

Other relevant evidence

■ In preparation for the move to a shared campus, there is a joint Parent Council who are highly supportive of the leadership team across both schools. Since last session, children from the joint campus have had regular opportunities to work across both settings. Staff work closely to share practice. This is strengthening approaches to learning and teaching for all staff.

■ Children have regular access to a school library where they can borrow texts to read for pleasure. This is supporting a positive reading culture across the school.

■ The headteacher consults staff and the Parent Council about the use of PEF. Moving forward, she should involve children and the wider parent body in this discussion. As planned, the headteacher should apply the successful approach to involving children in participatory budgeting to the consultation about the use of PEF.

■ Children receive two hours of high-quality physical education each week.

Practice worth sharing more widely

- Senior leaders identified correctly the need to improve attendance across the school. In recent years, attendance has dipped below national averages. The headteacher, in partnership with the Parent Council, uses PEF to support a breakfast club within the school. This fully accessible service is improving attendance and late coming for identified children. Senior leaders have a positive partnership with a Family Learning Worker. Together they plan family events where children and parents can learn together. This supports parents to have a better understanding of how to support their child with their learning at home. Staff build upon this by inviting families to monthly community assemblies where they can hear about the work of the school. Children and families enjoy a breakfast blether and take part in curriculum activities such as physical education.

- Transitions are a strength of the school. Staff know children and their families very well and plan effectively the transitions between stages and from P7 to S1. The Parent Council support families very well through a well-considered 'good start' transition bag to help children as they move to secondary school.

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