

Summarised inspection findings

Crossgates Primary School and Nursery Class

Fife Council

4 June 2019

Key contextual information

The school roll was 219 at the time of the inspection. Most of the school roll lives in Scottish Index of Multiple Deprivation data zones 6, 7 and 9. Less than a tenth of children in P4 - P7 were registered for free school meals.

2.3 Learning, teaching and assessment

very 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

- Crossgates Primary School has a very positive culture and ethos. These are strengths of the school, which is also nurturing and inclusive. The school's values of kindness, responsibility, fulfilling potential, honesty, teamwork and respect are reflected in the relationships with staff and children. Children speak confidently about their school values and demonstrate them in their relationships and interactions with each other, staff and visitors to the school. They are very proud of their school. Learners' experiences are appropriately challenging and well matched to their needs and interests. Teachers plan well-differentiated lessons, providing targeted support where required. As a result, learner's levels of engagement are high.
- Almost all children are eager to learn, fully engaged and highly-motivated to participate in their learning. Almost all understand the purpose of their learning and have opportunities to lead it. They respond well in different contexts such as 'Mock Court' and 'Social Enterprise Academy' at different times in the year. Children contribute to the life of the school through pupil voice groups and committees. They lead their learning through exercising choice including the effective use of digital technology across almost all classes. The use of this technology is extending and enriching children's learning.
- Teachers use an effective approach to learning and teaching using a lesson model which includes learning intentions, success criteria and teaching and assessment strategies. As a result, almost all children know what they need to do to be successful learners. In almost all lessons children co-construct what they need to do to be successful in their learning. They are articulate and discuss what successful learning will look like. They speak confidently about their next steps in learning. This is made clear to them by the verbal and written feedback from teachers and their peers. Assessment for learning strategies are embedded in practice in almost all classes. Across the school, there is a consistent and appropriate skills focus every month which is discussed at assemblies and then displayed in every class. Almost all children know the purpose of developing these skills for learning, life and work.
- An approach developed by teachers in the school, 'Teach, Apply and Purposeful Play' (TAPP) is used to support learning at almost all stages. At the upper stages this has been developed to be 'Teach, Investigate, Discover and Experience' (TIDE).

- Almost all children are very motivated by this approach as they are able to exercise choice, take responsibility and lead their learning and be independent learners. This should now be further developed to ensure progression across curriculum for excellence levels.
- Teachers provide clear explanations and instructions. They make effective use of questions to ask children to justify their answers and explain their thinking. This is developing children's higher order thinking skills. In addition, skilful questioning by staff is used to extend and assess children's learning. Almost all children are familiar with the different purposes of questioning techniques and can demonstrate this in their tasks. Children in all classes complete learning journals to show progression in their learning. This encourages the children to take responsibility for their learning and parents value these being shared with them.
- Across the school, teachers' very good use of peer and self-assessment strategies is strengthening children's understanding of themselves as learners. Children are very confident talking about their learning and how they are progressing. Teachers provide helpful oral and written feedback to children. Where written feedback is most effective, teachers focus on children's strengths and give specific details of what they can do to improve their learning.
- Children use learning journals well to share examples of their current learning with their parents. The school is planning to refresh and update the learning journals. This is an opportunity for the school to continue to help children reflect on their learning through identifying their strengths and areas for development.
- Teachers use a range of helpful formative, summative and standardised assessments to monitor children's progress. The outcomes of these assessments, along with teachers' professional judgement, provide accurate evidence of children achieving a Curriculum for Excellence level. Effective use has been made of the Scottish National Standardised Assessments as a diagnostic tool at P7. Analysis of the data provided has been used to plan next steps in learning for those children in P7. The school is in the process of developing this for P4.
- Moderation activities within the school and across the cluster have been used well to support and inform teacher judgements. Recently, moderation activities have supported teachers' professional learning on approaches to teaching and assessing numeracy. On a daily basis, teachers are using their assessment skills well to adapt their lessons and respond to children's progress and understanding.
- Across all curricular areas, teachers are planning effectively using National guidance. Teachers' approaches to planning provide a broad overview of what is to be taught and has a clear focus on how learning will be assessed. Teachers plan very well for the range of needs in their classes. Importantly, there is flexibility within plans to respond to children's progress, interests, and topical items. Teachers take children's ideas into account when planning learning. Children are asked what they already know, and what they would like to learn. Teachers then plan to assess against this at the end of the topic.
- The school's robust tracking system ensures teachers have a very good understanding of the needs of children. Through termly tracking meetings staff identify those children needing support and put in place interventions to support learners. Importantly, through regular review and dialogue, staff evaluate the impact of these interventions targeted at specific groups and individuals. This ensures that resources are targeted effectively at those children requiring support.

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

very 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, children's attainment in English language and literacy and mathematics and numeracy is very good. For 2017/18 the school reported that almost all P1 and P4 achieved the appropriate Curriculum for Excellence level in both literacy and numeracy. Most children achieved second level by the end of P7. For 2018/19 the school is predicting that most children will achieve early level by the end of P1, first level by the end of P4 and second level by the end of P7, with almost all P7 children achieving second level in reading.
- Inspectors agree with the school that these professional judgements are accurate.
- Overall, most children in P2, P3, P5 and P6 are making appropriate progress towards first or second level. A minority of children at each stage of P1 - P7 are extending their learning beyond the expected level.

Literacy and English

- Overall, across the school attainment in literacy and English is very good with most children making very good progress.

Listening and Talking

- Attainment in listening and talking is very good. Almost all children are developing and applying their skills well in listening and talking. Their skills in interacting with others have been developed by working collaboratively and by having talking partners. They listen well to each other in a respectful and mature manner. At early level, most children listen and respond to others appropriately. They follow instructions well and are confident at sharing their ideas with their peers. They can talk clearly to others in different contexts, sharing feelings, ideas and thoughts. At first level, most children listen and respond to others in a respectful way for example asking and answering questions. They contribute to group or class discussions, engaging with others for a range of purposes and work well collaboratively. They are confident to talk about opinions and share their thoughts with others. At second level, almost all children show respect for the views of others and offer their own viewpoint. They can build on the contributions of others by clarifying points or supporting others opinions or ideas. They are confident in their presentation skills and can link their work on writing persuasive texts to debating issues and the skills they need for both. A few children are applying verbal and non-verbal techniques in an attempt to enhance communication.

Reading

- Attainment in reading is very good. Across the school, children are developing a love of reading. Children are engaging well with a range of texts across their learning and are selecting texts for their personal reading. At early level, almost all children use their knowledge of sounds, letters and patterns to read words. They can read familiar texts aloud with attention

to simple punctuation. At first level, almost all children can explain preferences for particular texts and authors. They can offer ideas about characters, writers' use of language, structure and setting. At second level, almost all children can read aloud with fluency, understanding and expression using appropriate pace and tone. They can explain their preferences for particular texts and authors with supporting detail. A minority of children are giving personal responses to texts with appropriate justification. Recently they have extended their learning by studying the Shakespeare play 'Macbeth'.

Writing

- Attainment in writing is very good. Across the school, almost all children write well for a variety of purposes and genres for example scripts, news reports, letters, character analysis and posters. They apply their writing to real life contexts. They use digital technology with confidence to enhance their writing. At early level, most children write independently and know which words to use to make their writing interesting. They use conjunctions appropriately and understand the use of alliteration in writing. At first level, most children can make simple plans for writing and can write well independently. Almost all children start sentences in a variety of ways to engage the reader. At second level, almost all children create texts for a range of purposes and audiences selecting appropriate genre, form, structure and style. They also make appropriate choices about layout and presentation of their writing to engage the reader. They write extended pieces of writing. Almost all children at the first and second levels review and assess their writing and that of their peers to ensure writing is technically accurate and meets its purpose. A minority of children when writing to convey personal experiences are describing events and making feelings and reactions clear.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good. Children are making very good progress. Staff identify the professional learning to develop pupils' conceptual understanding in mathematics, across the school, as being key to improvements in attainment.

Number, money and measurement

- At early level, almost all children can count forwards and backwards within 20 and can add within ten, sometimes beyond. They can apply addition and subtraction skills to pay for items up to ten pence using correct coins. At first level, almost all children are confident rounding whole numbers to the nearest 10 and 100. They can solve addition and subtraction problems with three digit whole numbers and tell the time using digital and analogue clocks. Almost all children can use the correct notation for common fractions and can use pictures to demonstrate their understanding of fractions. At second level, almost all children are confident rounding numbers and can correctly describe the most appropriate units used for measurement. Children are confidently applying their learning of measurement and units. Most children can confidently convert between fractions, decimals and percentages and can calculate simple percentages of a quantity. A few children can use their knowledge of the relationship between speed, distance and time to find each of the three variables. Pupils would benefit from further consolidation work on fractions, decimals and percentages to ensure a thorough knowledge and understanding of these concepts.

Shape, position and movement

- At early level, almost all children can identify and describe common 2D shapes and 3D objects. They can use the language of position and movement, such as behind, above, forwards and backwards correctly. At first level, most children can identify right angles and know that right angles measure 90 degrees. They can use mathematical language to describe the properties of common 2D shapes and 3D objects including side, face, edge, vertex and base. Almost all children can identify symmetry in patterns and create symmetrical designs with one or more lines of symmetry. Almost all children can accurately use the compass points.

At second level, most children can measure and identify acute, obtuse, straight, right and reflex angles, and can explain the difference between these. Most children can use accurately the terms radius, diameter and circumference. They can plot points using coordinate notation and identify the line of symmetry in a wide range of two-dimensional shapes.

Information handling

- At early level, most children can use their knowledge of colour, shape and size to match and sort items. At first level, most children can use tally marks to record information. At second level, most children can present information using bar and line graphs and can draw accurate conclusions from graphs and charts. Children can use their numeracy skills in real life contexts. For example, children in P7 use bar graphs to show the most popular activities from their residential trip to Ardroy. Overall, children need to develop and consolidate their information handling skills, including uncertainty and chance. The use of digital technology would further enhance the children's experience.

Attainment overtime

- The school uses a range of helpful data sources to track children's progress overtime. Regular tracking meetings have an appropriate focus on individuals' progress over time. The school has maintained high levels of attainment in literacy with most or almost all children attaining in line with expectations over that last three years. The school has identified from recent attainment data the need to focus on children's writing next year.
- The school identified from their use of attainment data that there was a need to develop further children's skills in numeracy. As a result of professional learning on conceptual numeracy and mathematics, attainment in numeracy has improved over the period 2016/17 to 2018/19.

Overall quality of learners' achievements

- Children are developing skills for life, learning and work. Children talk confidently about developing these skills through participating in the numerous opportunities on offer both within and outwith class, in the wider community and further afield.
- Commendably, the school is developing approaches to achievement in line with the four arenas of participation. For learning, teaching and assessment children from the junior leadership team are using How good is OUR school? to help identify school improvements. Through this work children have developed responsibility, leadership and communication skills. For personal achievement, the school recognise these through, for example, weekly reward schemes, the "Golden Book", the values count programme and WOW wall. There are also monthly readers, writers and mathematicians of the month as well as excellence awards. These are shared through assemblies and social media. As a result of the sporting ethos which values inclusion and participation, the majority of children now attend a sports activity before school, after school or at lunchtime. Through this children are developing skills in resilience and teamwork. Children are very proud of the school's Sport Scotland Gold Award achieved in recognition of this work.
- For decision making groups, children are developing their skills through committees such as junior road safety officers and "plastic not fantastic". Children who participate in these committees pick two skills to focus on and reflect on their progress in developing them. For wider community, children achieve through being engaged in a range of activities to promote developing the young workforce and skills for life, learning and work. These include the P2 enterprise academy, P5 organising a charity morning and P6 kit car building in conjunction with visiting engineers. Children are developing their knowledge and awareness of skills they require for the world of work through valuable partnerships with local and international businesses along with local community groups.

- Children's achievements are at the early stages of being monitored and tracked, including children's participation in activities both within school and outwith. The school has a tracker in place and have plans to use the data captured to identify who would benefit further from available opportunities.

Equity for all learners

- Senior leaders have identified gaps in attainment for individuals and groups of learners as part of their rigorous approach to tracking. They have used this to successfully intervene and close the attainment gap for a few children in writing. They evidence the attainment gap closing in other areas of literacy as well. They have effective systems in place to monitor attainment for all children within the school. In particular, children who have additional support needs have their progress monitored effectively and are making good progress. For example, all children participating in a literacy intervention programme have increased their reading age this academic year.
- Staff know their learners very well and have a clear understanding of any barriers to learning they may have. Staff are very effective in planning interventions to address individual children's needs. As a result, most children are making very good progress in their learning.
- Pupil equity funding has been used for additional staffing and digital resources to improve attainment for targeted children. There is emerging evidence of the positive impact this is having on improved attainment for identified children.

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.