

Summarised Inspection Findings

Hawthornden Primary School

Midlothian Council

SEED No: 5542227

23 June 2017

1.3 LEADERSHIP OF CHANGE

satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
 - *Strategic planning for continuous improvement*
 - *Implementing improvement and change*
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- The headteacher was appointed in January 2017. Within this short period of time, there is clear evidence that the headteacher has a good understanding of the community the school serves. He is effectively leading a process of required change at Hawthornden Primary School. Despite a number of significant staffing challenges both at senior leader and classroom level he is demonstrating a calm and purposeful style of leadership. He is knowledgeable, resilient and has a clear agenda for change. He is rightly focused on developing positive relationships with staff, parents and children as a first step. This is working very well and parents and children are clearly responding to his open, responsive approach.
 - The headteacher, as agreed with Midlothian Council, has plans to appoint a permanent senior team as soon as possible. As part of this process, it will be necessary to ensure that all members of the senior leadership team have clear remits which support the implementation and evaluation of continuous improvement. Working alongside the headteacher, this will provide the necessary strategic support and challenge to sustain improvement. This would also help allay any parental concerns regarding the frequent changes of teaching staff over the last session.
 - The headteacher's leadership in establishing a nurturing approach across the school is helping to improve the environment for learning in classes. This is particularly well-supported by the team of learning assistants.
 - The senior leadership team have focussed on developing and promoting an aspirational vision statement for the school which is focused on helping children to become confident learners using visible learning characteristics. Children, parents and staff are beginning to use the values within the statement in the context of the school. Most children readily discuss their learning and their aspirations with adults and each other.
 - The school has started to share their vision statement within the whole school community. They should now ensure that it is embedded across the work of the school to raise attainment and secure improved outcomes for all learners. For example, better relationships are in place to ensure positive transitions before starting school and when moving on to high school. Further work now needs to be developed in terms of closing the attainment gap for all children and improving staff skill and knowledge in monitoring to fully make their vision a reality.

- A start has been made to encourage children's voice in helping to take forward school improvement through opportunities to review a few lessons. This has been well received by staff. This could be developed further to consult children on the quality of their learning environment and experiences on offer. This would help teachers monitor the impact of any new approach or intervention.
- The previous improvement plan was written in 2016 by the previous headteacher. Staff have been involved in this improvement plan and distributed leadership has been in place through nominated leaders of learning and staff working in trios or groups. Staff have been enthused about this level of responsibility, readily engaged in developments and professional dialogue. Despite best efforts and during an unsettled period without a permanent headteacher the impact of these developments has been less than expected.
- Time is now being well-invested in supporting staff to become active participants in deciding the new direction of travel for the school. High emphasis is being placed on building the capacity of children to be the best they can be. For example, improvements to teaching and learning are necessary to help children make good progress. The headteacher is already able to share plans for the SIP for the next three yearly cycle of improvement. He recognises and is aware of the issues around learning and teaching and attainment that need to be improved. Developing a clear framework for quality improvement will help to support how well improvements are being delivered in classrooms across the school. This combined with more robust systems in place to more effectively and timeously evaluate the impact of planned improvements is necessary.
- The headteacher has established productive working relationships across and beyond the school community. There is evidence that his success in improving partnerships particularly around children's behaviour such as with the educational psychologist, behaviour support teacher and home link teacher is positive. There is a strong feeling from all partners that they are valued and welcome members of the school. They feel included in planning for children in and around the school and feel supported while working within the school. Partners feel that there is scope to improve collaborative evaluation of the impact of interventions to ensure there is a shared understanding of the purpose and its consequences.
- As part of a process of self-evaluation for improvement the school is targeting a "you said we did" initiative taking account of views from parents and stakeholders. This is focussed on involving parents in the process of helping to support their child's learning at home. It has been very well-supported with regularly 50 parents attending sessions with their children to find out about topics to improve children's learning such as fractions or early literacy strategies.

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*

- It would help children engage more deeply with their learning if there were more opportunities for children to apply their skills and knowledge in contexts beyond the classroom. In lessons, we saw that teachers are well-prepared and clear in their explanations to children. They make regular use of interactive whiteboards to support their teaching. There is scope for more lessons to be briskly-paced, with activities better matched to meeting the needs and stages of all learners, including those who require more challenge. Teachers should share best practice to ensure that the balance of children's time in class is spent learning actively rather than listening passively to adults.
- Relationships across the school are positive and supportive and there is a strong feeling of mutual respect. As a result, children work well in pairs and groups. Children are proud of their school and in most classes, children behave well and are attentive, focussed and well-motivated. Learning assistants use effective strategies to support individual learners to sustain engagement and participation in learning. The ethos across the school is supporting children to develop their understanding of rights in relation to their learning.
- Overall, learning environments are bright and attractive. Staff work together with children to create a climate which focuses on developing a shared language for learning. Children are rightly proud of their involvement in the creation of the 'Legendary Learning List' which gives them the vocabulary to discuss the skills and strategies they use to support their learning. This is helping them to develop skills such as perseverance and developing a growth mindset. Children speak enthusiastically about the impact this has had on their confidence.
- Overall, the quality of learning, teaching and assessment is not yet of a consistently high enough standard across the school. Staff would benefit from reviewing their approaches to organising lessons to ensure that they maximise learning time for all children. Teaching methods now need to be more appropriately matched to the needs of learners at particular stages, for example, younger children need greater opportunities to learn through play. Learners would now benefit from tasks and activities which enable them to apply their learning in a range of contexts and which provide appropriate support and challenge. A brisker pace of learning is required to maximise learning and achievement.
- Overall, staff plan a range of active learning and games based activities. There is scope for them to review the purpose and intended learning of these activities to ensure that they are enabling children to develop skills and understanding and

progress in their learning.

- All children in P3-7 contribute to the life of the school through being a member of a focus group such as the Eco and Health groups. These groups meet on a monthly basis to take forward their agreed action plans to improve the work of the school.
- At most stages across the school, children make good use of digital technologies to support their learning. Older pupils use Glow effectively to collaborate with peers and adults within and outwith school. Children report that this is supporting learning at home. They also use technology to present learning and chart their own progress using Robotics Technology. There is scope to build on the use of digital technologies to enhance learning further across all stages in the school.
- Children now need greater opportunities to lead their own learning and have greater independence. Engaging more often in open ended, challenging learning activities will better help them to manage their own learning and reflect on their strengths and next steps. As part of this, children need to have a greater role in planning their own learning, including setting their own targets and reviewing progress towards these. This will help them better understand their own progress.
- Overall staff provide clear explanations during their teaching. Teaching staff regularly share learning intentions. Staff would now benefit from working together to develop further their approaches to generating success criteria with pupils. This will better support children to understand how to be successful in their learning and will better support self and peer assessment.
- Most teachers use questioning well to check understanding and build on prior learning. Staff should now develop further their use of questioning to help learners develop higher order thinking skills more consistently across the school.
- Staff across the school are beginning to use a range of assessment tools and approaches to support the improvement of children's learning. Teachers are beginning to use the results of the assessments to inform their planning and next steps. Staff should now work together collectively to develop a shared understanding of the purposes of these assessments and how they are used to support children's learning. Staff should revisit their approaches to assessment during the course of learning and teaching to ensure that more effective interventions are made during lessons to provide appropriate support and challenge for individual learners. Revisiting assessment for learning strategies would support this work.
- Staff have planned opportunities for professional dialogue and moderation within the school and supported across the associated school group. This includes opportunities to work in trios to observe learning. They should now build on this positive start to ensure that moderation leads to a better shared understanding of standards and expectations. Utilising the benchmarks and using national guidance around achievement of a level will better support teachers in their professional judgement of when children have achieved a Curriculum for Excellence level.
- Teaching staff plan collaboratively over different timescales. They have recently reviewed their approaches to termly planning to make these more streamlined. They should continue to review approaches to develop more consistency in

planning across the school to ensure that planning effectively supports progression for all learners.

- Staff are aware of the children who require additional support with their learning. Staff should ensure that there is joint planning for identified children to ensure that appropriate targets for literacy and numeracy are well matched to learners needs.
- Termly tracking meetings between senior leaders and class teachers focus on discussing the progress of identified children. Current tracking systems are largely used to track planning learning rather than progress. The headteacher should continue with plans to develop a more robust whole school approach to monitoring and tracking children's progress. As part of this work, the headteacher should also develop approaches to track more regularly, children facing additional challenges.
- Staff across the school should work together to ensure that there is a shared understanding of standards and expectations. Staff recognise that the newly published benchmarks will support this shared understanding.
- The impact of planned interventions for individual children should be monitored on a more regular basis to ensure that children make the best possible progress in their learning.

2.2 CURRICULUM: theme 2: Learning Pathways

- Overall staff are planning learning across the curriculum using the experiences and outcomes. Clear progression pathways for literacy and English provide guidance to staff on progression within and across a level. Staff use these to track progress and support planning for individuals and groups in their classes. The identified writing criteria and key reading skills and pupil definition provide a clear focus for key teaching points.
- There are a number of curriculum programmes for numeracy and mathematics including the 'Midlothian understanding number and understanding mathematics' programmes including Stages of Arithmetical Learning (SEAL) and school progressions. Whilst these provide useful information to support planning, they do not currently provide a coherent progression pathway within a level for numeracy and mathematics across the school. As a result, these are not yet sufficiently impacting on raising the attainment of all children. Staff would benefit from revisiting the numeracy and mathematics curriculum to ensure there is a shared understanding and high expectations of flexible pathways through learning which enable children to progressively build on their skills and knowledge.
- The newly increased focus on planning assessment is beginning to help staff to sharpen their focus on a range of assessment approaches which support their professional judgement. The school recognises that a useful next step will be for staff to engage with the new benchmarks to further develop and refine their curriculum.
- Within health and wellbeing, staff use the experiences and outcomes tracker to track coverage of the outcomes covered. The current school priority to bundle experiences and outcomes together and to develop a progression of skills and knowledge through levels will support staff in planning further.
- Teachers are planning learning across all areas of the curriculum using the experiences and outcomes. There has been some planning to ensure coverage, for example, in RME, technology and science. The school recognises that they now need to develop flexible skills based progression pathways across the curriculum to support teachers to effectively plan for progression. In doing so they should take account of the national guidance such as Careers Education Guidance.

2.7 PARTNERSHIPS: theme 3 Impact on learners – Parental Engagement

- The school is proactive in increasing parental engagement in children's learning. For example, the termly Pupils as Teachers, Parents as Learners (PATPALs) sessions give parents and carers opportunities to work with their children to experience learning first hand. These have been very effective in sharing the learning and helping parents understand how they can support learning at home. These sessions continue to evolve and improve, building on feedback from parents. As a result, these are very well attended. The school should continue to monitor the impact of this work on raising the attainment of all children.
- Parents are kept well informed of learning in the school through showcases, newsletters, twitter, topic leaflets and open afternoons. Parents are invited to two consultations each session. One of these is led by the teacher and the second is led by the learners. As a result of this learner involvement, there are high levels of attendance at these consultations. Parents have also benefitted from opportunities to attend curricular workshops, many in response to parental requests for, for example, teaching phonics. The use of "you say, we did" boards have been helpful for parents to see how their feedback is taken on board.
- Parents report that they have found the work undertaken by the Visible Learning project making a difference to their children's confidence and ability to talk about themselves as a learner.
- Parents feel that staff members are very approachable and that they can talk to the headteacher and class teachers about emerging issues relating to their child and resolve them before they become big problems.
- The parent council has had a new group of members this year and is transitioning from being focused on raising funds for the school to being more involved in school improvement. They have increased consultation with parents on their role and are beginning to implement some changes such as having a greater say in where funds raised are spent, and taking forward the Children's University project. They have plans to work with the school to improve communication with parents, possibly through the development of a school app, and increase links with the community.
- The school should continue as planned to develop a robust strategy for parental engagement in consultation with stakeholders. As part of this work, they should develop clear approaches to how parents can become involved in school improvement planning and evaluating the impact of increasing parental engagement on raising attainment and achievement.

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

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's 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 every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Across the school, strong and positive relationships are evident between children and staff and among children themselves. These are based on mutual respect and trust. Staff demonstrate a commitment to the wellbeing of all children. Most staff have received some Career long Professional Learning (CLPL) to help them understand and support children better with their wellbeing, play therapy for example. The school should now increase the use and visibility of the wellbeing indicators in all aspects of school life. The school is currently reviewing their approaches to promoting positive behaviour and a draft policy has been devised and discussed with staff with an appropriate emphasis on expectations rather than rules. The headteacher has already placed anti-bullying approaches at the centre of children's wellbeing in response to a few recent incidents. Children in the middle stages of the school are aware of 'Cool in School' approaches to handling conflict in the playground, but overall there is a need to review and improve the programme of mental and emotional wellbeing.
- Children are confident they can confide in a trusted adult about worries or concerns and many provided examples of discrete ways their teacher enables and encourages them to do this. Education Scotland questionnaires show that the most children feel safe and that they are treated fairly in school. The use of school questionnaires with children in P4 – 7 has provided each teacher with valuable feedback with regards to children's wellbeing. Staff have responded to this by reflecting on, and adjusting, their own practice in order to improve outcomes for children.
- Children can describe ways to ensure they stay safe on the internet and are aware of some of the dangers it poses. They are developing resilience well through use of growth mindset approaches, for example, how they can positively learn from their mistakes. Children have a growing understanding of children's rights, how these rights are being upheld in school for example through class charters, and an awareness that some of these rights are not being upheld for children in different parts of the world. Overall, pupil voice is very positive within the school. This should now be extended to all aspects and stages within the school, for example, involving children in P1 and P2, and in pupil focus groups.
- The school has identified the need to refresh its health and wellbeing curriculum to ensure that it provides a progressive learning pathway.
- The analysis provided of the school lunch menu cycle demonstrates further work is required to ensure all nutrient standards are met across each week.

- Children receive regular opportunities for religious observance.
- Children across the school receive two hours of PE using classroom and specialist teachers. Better use should be made of the outdoor environment to enhance children's learning and wellbeing.
- The school has procedures in place to identify and support children with additional support needs. Whilst there are Individual Education Plans (IEPs) for a few children the school needs to use the information within the IEP more effectively to meet their needs. Staff also need to ensure that all Looked After Children have individual education plans to ensure their progress is monitored closely to raise attainment. The school should also take a holistic overview of the range of supports available including, partnership with other agencies. This should a strategic overview of the range of supports available and better coordination of joint planning. We would also recommend reviewing the practice of extracting children from their class for periods of time for additional help and its unintended impact on learning.
- The management of record keeping, and the implementation of codes of practice in place to support wellbeing outcomes, requires further development to ensure its effectiveness in improving outcomes for children.
- Those in P7 have a good awareness of discrimination and differences of groups of the population such as transgender, religion and culture and how these need to be valued and respected. They can describe the need for equality between protected characteristics such as sex and age.
- The majority of P7 attend their residential opportunity with the other cluster schools which is positively impacting on building relationships in preparation for transition to high school. Children in P5 also benefit from a shorter residential experience. The school should seek to identify and address potential barriers to participation.

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*

- School data indicating predicted achievement of a level data for June 2017 shows that attainment is strongest in the early level where most children are expected to achieve early level by the end of P1 in numeracy and the majority achieve early level in literacy. Attainment at P4 and P7 drops significantly with less than half of children achieving first level in both literacy and numeracy by the end of P4 and second level by the end of P7. By the end of P7, too many children are operating below expected standards. School leaders note that significant staffing issues have had an impact on the attainment for these cohorts of children. The school is aware of this drop in attainment and have begun to address the situation through strategies such as setting in numeracy and additional support groups. Staff should continue to review the impact of these strategies on raising attainment.
- At all stages across the school, children are learning across the breadth of experiences and outcomes within literacy and numeracy. A smaller number than expected of children in the P4 and P7 literacy and numeracy focus groups who staff identified as being on track with their learning were confident in most concepts across the literacy and numeracy curriculum. It is the view of the inspection team that children are able to make better progress in their learning and achieve higher standards at most stages across the school.

Overall progress in Literacy:

- Overall children are making satisfactory progress in literacy.

Listening and Talking:

- Overall, majority of children are making satisfactory progress in listening and talking. Across the school, when engaged in their learning, the majority of children listen well and respond to each other and adults in a respectful and courteous manner. During inspection activities most children spoke confidently about, using appropriate vocabulary, including technical language related to specific aspects of their learning. Most children in P1 can listen well and respond to instructions. By P4, a significant number of children can ask and respond to questioning and can identify key ideas well within spoken texts including digital and audio visual texts. In the upper stages some children demonstrated verbal and non-verbal techniques to communicate clearly, for example, using eye contact and body language during group discussion activities. Success criteria specific to listening and talking should be agreed with children on a regular basis.
- **Reading:** Overall, the majority of the children are making satisfactory progress in reading across the school. The school has identified the need to increase the

number of children reading for pleasure and has begun to take steps to address this. At early level most of children understand the key features of book such as title and author. Children apply their phonics knowledge confidently to read and spell common words. At first level a significant number of children understand the difference between fact and fiction and can identify key facts within a text. At second level the majority of children can use a variety of sources to research, including the use of digital technology. They can skim and scan to find information. They can make relevant comments about aspects of a writer's style and express how this influences their choice of books.

- **Writing:** Overall, the majority of children in P1 are making good progress in writing, however progress declines at P4 and P7 with the majority making satisfactory progress. At all stages children write at appropriate length for a variety of purposes in imaginary and real life contexts. Writing takes account of a wide variety of genres. Children across the school use a range of appropriate punctuation to structure their writing. By P4 the majority of children can present writing in a clear and legible way. At second level some children can use digital technology effectively to write reports, take notes and share information. Across the school, children now need more opportunities to apply their writing skills across learning in meaningful contexts.

Attainment in Numeracy

- Across the school, children's progress in numeracy has some important weaknesses and needs to improve. Children are learning across the breadth of experiences and outcomes in numeracy and mathematics but are not yet able to apply their learning in a range of unfamiliar contexts across their learning. Children need to better understand core concepts and have greater opportunities to regularly revisit learning. Staff would benefit from reviewing their curricular programme to ensure there is a shared understanding of key concepts and whole school approaches to teaching calculations. Children also require much more regular opportunities to develop skills in mental agility, algebraic reasoning and using mathematical vocabulary.
- **Number:** By the end of P1, most children are able to work with numbers within 20 and the majority are gaining confidence in addition and subtraction with ten. As they move through the school, children are developing an understanding of place value. Children are gaining confidence in explaining the strategies they are using but would now benefit from a more structured approach to learning number bonds and multiplication facts to enable them to use these with greater speed and accuracy in calculations. Overall, the majority of children have a good understanding of fractions at the level they are working within. Older children now need to better link mathematical concepts to enable them to solve a range of problems.
- **Money:** By the end of P1, most children are able to recognise coins and their value. As they progress in their learning, children are gaining confidence in carrying out calculations with money and by the end of P7, those children who are on track with their learning are able to calculate percentage discounts of prices.
- **Shape, position and movement:** By the end of P1, most children can recognise and complete shapes with 1 line of symmetry. By the end of P4, the majority of children are able to recognise 2D shapes and 3D objects and discuss angles. By the end of

P7, a few children can describe the properties of these shapes and objects.

- **Information handling:** As they progress through the school, children are developing their understanding of how to gather data and represent this. For example, by the end of P4, the majority of children can discuss how to use tally marks to gather information and use this to create a bar graph. Older children are using data to create bar graphs, line graphs and pie charts. There is scope for children to have greater opportunities to gather and use a wider range of data more regularly, using technology as appropriate.
- **Problem solving:** Across the school, children have opportunities to engage in problem solving activities. Children are regularly answering word problems and are beginning to talk with greater confidence about the strategies they are using. The school should now develop a clear progression for teaching specific problem solving strategies and support children in applying and justifying their choice of strategy these in a range of contexts.

Attainment over time:

- Overall the percentage of children achieving appropriate Curriculum for Excellence levels in literacy and numeracy has decreased over time. Staff feel this is because their own professional judgement has improved through increased moderation and is now more accurate. The school should continue to develop its moderation approaches, utilising national guidance, to ensure a shared and robust understanding of standards.
- The school should now take action to identify gaps in children's learning and track and monitor progress in learning more robustly to raise the attainment of children across the school. In doing this, they should re-visit their approaches to planning learning, teaching and assessment to ensure learning experiences are sufficiently challenging and that assessment processes do not put false ceilings on expectations of what children are able to achieve. Staff would also benefit from considering how numeracy and mathematics lessons are timetabled and delivered to ensure learning is at an appropriate pace for all learners.
- Analysis of standardised assessment data shows that overall, literacy and numeracy results have improved over the last three years and are now above the local authority average at P4 and P7. There is a positive value added from the start to the end of P1.

Achievement

- Most children in the upper stages are developing as confident individuals and responsible citizens very well through taking on leadership roles such as House Captains, buddies, roles within focus groups and Children's University Ambassadors. Children across the school are developing confidence through, for example planning and leading PATPALS sessions for parents. The learning council support others in the school to become successful learners by running a lunchtime club to help their peers understand and use the LLL more effectively.
- Facilitated by the Parent Council, the school has very recently begun a Children's University project in partnership with Queen Margaret University which aims to motivate and encourage children to participate in a range of activities beyond school which will increase their skills and achievements. Children were motivated by this

project and keen to be involved.

- The school celebrates the achievements of children through effective use of display, assemblies, the school website and newsletters to parents. They are aware of the need to develop a system for tracking wider achievements of children to identify those at risk of missing out and addressing barriers to participation. For example, there is a cost attached to the active school out-of-class clubs which may be a barrier for some children. When doing so, the school should ensure that skills gained are identified and children are involved in discussions in reflecting on and planning for future opportunities.

Equity for all learners:

- The school is not yet monitoring the progress and attainment of groups of children, for example, children for whom English is an additional language or children residing in areas of social and economic disadvantage. More robust tracking and monitoring of the progress of groups of learners will support staff to plan to improve attainment and ensure all children are making appropriate and well-paced progress.
- The school now needs to ensure that all staff understand the impact of poverty on attainment to give greater focus to thinking about equity for all. They now need to select evidence based interventions and carefully monitor the impact of these to raise attainment for these children.

SCHOOL CHOICE OF QI 1.2 LEADERSHIP OF LEARNING

- **Theme 1 professional engagement and collegiate working**
- **Theme 2 impact of career long professional learning**
- **Theme 3 Children and young people leading learning**

- Professional engagement and collegiate learning is developing throughout the school. There is an ethos of teamwork and staff willingness to become more involved in leadership opportunities. Staff have been encouraged to contribute through working parties focussing of key aspects of improvement at school and at associated schools group level. At school level time is allocated for staff for professional reading and discussion. Most staff attend professional reading groups and apply findings from educational research to improve their learning and teaching and support and challenge each other's thinking and practice. Staff have engaged in a wide range of career-long professional learning opportunities over recent years, for example (pedagogy of learning). There would be scope in engaging in staff working together to give regular feedback of how this impacts on practice. Staff would now benefit from visiting each other's practice to assess the impact of this work.
- There is a culture emerging within the school to implement improvement and change. This is evidenced through the focus on visible learning approach over the last two years which led by the current acting depute headteacher. There is a strong focus on the necessary dispositions of positive learning and practitioner enquiry which has been recognised by Midlothian Council. Many children understand and describe what it means to be visible learner. Children are able to confidently discuss the language of learning but as yet it is not improving their attainment, however there is evidence of increased resilience of children. As a next step the school should review how the principles and practice of visible learning are impacting on teaching and learning to make a difference to children's progress in learning.
- Staff have been working together to develop children's skills in digital technology. Children now use their own GLOW account, and are becoming more proficient in using presentations to discuss aspects of their learning.
- Staff have engaged in a wide range of career-long professional learning opportunities over recent years. They regularly take part in professional reading groups to improve their knowledge skills and practice. For example, pedagogy of learning. There would be scope in engaging in staff working together to give regular feedback of how this impacts on practice.

PARTICULAR STRENGTHS OF THE SCHOOL

- Leadership of the headteacher who is already making a difference in the school.
- Children who enthusiastically speak about strategies to support their learning.
- Positive relationships between children, staff and the emphasis and impact on parental partnerships.
- Staff who are engaged in practitioner enquiry and are enthusiastic about developing the work of the school.

AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL

- Improve the quality of learning and teaching and assessment across the school to ensure children are making the best possible progress to raise attainment for all children.
- To raise attainment in literacy, numeracy staff need to improve the use of data during the course of their teaching to meet the individual needs of children.
- Develop curricular pathways, to ensure children make the best possible progress in their learning.
- Ensure that the specialist provision is integrated within the school so that children are not disadvantaged and that their full entitlements are well met.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We will ask for a report on progress within 12 months of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with Midlothian Council that we intend to take.

Appendix A Specialist Provision

1.3 LEADERSHIP OF CHANGE

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
 - *Strategic planning for continuous improvement*
 - *Implementing improvement and change*
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- The headteacher is highly visible within the school's Specialist Provision and is building positive relationships with staff, children and parents. He has identified key areas for improvement and is developing an improvement plan with staff to move the specialist provision forward in line with Midlothian Council's imminent inclusion review.

2.3 LEARNING, TEACHING AND ASSESSMENT

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*

- Across the Specialist Provision, children are supported to make positive choices and encouraged to engage with their learning. However, staff need to consider pace and challenge of lessons. There are some children with differing abilities working alongside each other and undertaking the same activity with no differentiated outcomes or challenge.
- Engagement with learning in the Specialist Provision can be disrupted if children return to the provision from their mainstream class when they have found something challenging. A review of how to support children experiencing challenges in school should be explored so as to minimise disruption to the learning of children accessing the Specialist Provision.
- Planning in the Specialist Provision is based upon a broad overview of a limited number of experiences and outcomes. More detailed weekly planners support daily activities. There was little evidence of assessment linked to planning or tracking of children's progress in place. Planning did not take account of principles of curriculum design or current levels children are working within. Consideration should be given to teachers in the Specialist Provision working alongside teachers located in the school for moderation activities and when developing planning.
- Often at the point of transition from mainstream schools from within the local authority to the Specialist Provision information surrounding an individual child's learning profile is often not shared. There was no evidence that assessment is used during transition to support or ensure that planning takes account of previous learning.

2.2 CURRICULUM: theme 2: Learning Pathways

- The children accessing the Specialist Provision do not yet have their entitlement to a broad general education met. Literacy, numeracy and health and wellbeing activities are offered each day. It is important that regular review of curriculum planning is supported in the Specialist Provision.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's 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 every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Staff within the Specialist Provision have positive and trusting relationships with children. All children experience a nurturing approach and almost all children enjoy coming to the Specialist Provision. All staff know and respond well to children's individual needs however, children's individual entitlement to robust systems of personalised support is not fully in place. Children who access the Specialist Provision are aware of which staff to seek support from and are given time and space to explore any aspects of learning or wellbeing. The children are treated with respect, sensitivity and dignity. Staff meet every morning and after the school day to ensure that the children's immediate needs are supported and met.
- Within the Specialist Provision, there is little evidence of regular meetings with a multi-agency team to effectively meet children's needs in a coordinated way. Barriers to learning are clearly identified by staff in the Specialist Provision. However, planning to reduce barriers and support inclusion is not evident for those on part-time timetables or who are school refusers. Partners identified that request for their support can be more reactive than proactive.
- The attendance of children attending accessing the Specialist Provision improves once the children have settled into their placement. However, children accessing the Specialist Provision do not currently have their full entitlement to education as they are all on part-time timetables, with no other supports or interventions planned for when they are not in school.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

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*
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- The Specialist Provision does not yet have systems in place to record attainment or achievement. Staff need to develop ways to effectively measure children's progress in order to determine if attending the Specialist Provision is leading to positive outcomes for children who have a placement.