

# Summarised inspection findings

**Tingwall Primary School**

Shetland Islands Council

6 June 2023

## Key contextual information

Tingwall Primary School has a roll of 81 children across four classes. The headteacher was appointed permanently to the school in August 2022. Prior to this appointment, the school had experienced several changes in leadership over the past four years.

Tingwall Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

### 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

- Senior leaders and staff have created an ethos and culture in the school which is supportive and caring. Children are happy, benefitting from positive relationships between each other and with staff. They are confident, proud of their school and most children enjoy learning. Across the majority of the school day, children benefit from high quality learning. However, there is a need to review timetables to ensure that all available time with teaching staff is used effectively. Children experience too much reduced learning time due to transitions from one activity to another, or before set break times. During these times, which are planned by staff, children experience low level activities and are insufficiently challenged in their learning.
- Staff use professional learning and reflection to improve their practice and meet the learning needs of children more effectively. The redesigned learning environment provides purposeful learning spaces that promote children's independence. As a result, a sensory room is now in place and further opportunities to extend the outdoor area are being explored. For the majority of children, changes to the environment are improving experiences and engaging children's interests. Environments for learning through play at the early and first level do not sustain children's interests for long periods of time. As a result, positive learning outcomes rely on high levels of staff to children ratios. While staff interactions are sensitive and supportive, the majority of children are unable to learn independently. Staff need to review approaches to learning and ensure that play is purposeful and enables children to make very good progress.
- Teachers share with children the purpose of learning and measures of success. In most lessons, instructions are clear and questioning helps develop children's thinking. The majority of children work well in pairs discussing and sharing their ideas. Their views are sought and used well to lead learning in cross curricular activities. In writing, children are beginning to recognise their strengths and next steps in learning. Although staff provide oral and written feedback on children's learning, this is not consistently applied throughout the school. Staff should extend the use of effective feedback, and ensure children achieve high standards, taking account of their prior learning. In addition, the pace of learning in a minority of classes

is too slow and does not provide appropriate challenge for individual children. There is a need for staff and children to have higher expectations of what can be achieved.

- Most teachers provide an inclusive learning environment. Staff have recently improved approaches to remove barriers to learning through targeted approaches. Data showing children's needs and progress is now informed by a staged intervention system. Staff regularly share information about planned learning with support staff in their classes on an ongoing basis. There is a need to ensure that, as planned, teachers effectively evaluate processes in place to support children with barriers to learning.
- Staff have clear long and medium-term backdrop planning for coverage of all Curriculum for Excellence (CfE) curriculum areas. The existing curriculum pathways provide whole school coverage of all early to second level experiences and outcomes organised from P1 to P7. Themes and topics are informed well by these planners and staff make effective connections across the different curriculum areas. There is a need, as planned, to ensure that coverage of the curriculum takes account of children's prior learning.
- Teachers capture information about children's progress in their weekly plans. In addition, teachers undertake tracking meetings with the headteacher. These meetings support prediction of children's attainment progress towards achieving expected levels in literacy and numeracy. Staff need to streamline the range of data used to avoid repetition and provide clarity on the agreed actions. This includes evaluation of planned interventions for effectiveness.
- The headteacher identified a need to improve the assessment and moderation of children's progress. As a result of professional learning and supportive discussions, staff are improving their understanding of CfE standards. In a relatively short period of time, information from writing and numeracy assessments is increasingly reliable. Across the school, approaches to assessing listening and talking and reading are more informal and less accurate. Staff are not capturing key milestones in children's progress effectively to support professional judgements. They should develop a shared understanding of expected standards in reading and listening and talking. In addition, staff need to ensure that the reporting of progress including strengths and next steps is shared with and understood by children and their parents.

## 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

#### Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is satisfactory.
- Across the school, children have appropriate and progressive coverage of numeracy and mathematics. Most can apply literacy and numeracy skills across the curriculum through the well-planned cross curriculum topic approaches to learning. However, application of literacy and numeracy skills is not supported by a discrete progression of skills. As a result, children have gaps in their attainment in both literacy and numeracy.

#### Attainment in literacy and English

- Across the school attainment in literacy and English is satisfactory. Progress in writing is increasing building on prior knowledge. Children apply aspects of their listening and talking skills across the curriculum through the topic approach to learning. There is a need for children across the school to develop an interest in reading for pleasure.

#### Listening and talking

- Children engage well in listening and talking activities across the curriculum. At early and first level, most children make valuable contributions and show respect for the views of others. At second level, there is a need to focus on improving children's listening and talking skills progressively. The majority of children are not yet able to sustain interactions during complex debates and discussions relevant to their age and stage of development. In addition, there is a need for improved skills in creating and responding to both literal and inferential questions.

#### Reading

- At early level, the majority of children recognise initial sounds. Most children at first level read for information, they find information about their topics using non-fiction texts and digital media. A few children can apply their reading skills of skimming and scanning and infer meaning to texts. However, there is a need for children to apply more critical literacy skills to a range of progressively challenging texts. Children across the school do not read often enough and for pleasure. They have limited access to sophisticated texts that motivate them to read and challenge their thinking.

#### Writing

- At early level, a few children are beginning to write independently. At first level, the majority of children capture information about their topics using mind maps. A few children write acrostic poems independently. At second level, children make meaningful links across areas of the curriculum through the themed approach to learning. They organise their research using appropriate headings to present information to their peers about topics of interests. However, children's progressive approaches to applying their writing skills in a range of

contexts are at the early stages of development. In addition, there is a need to ensure children can write more often at length using appropriate structure, style and presentation to engage the audience.

### **Numeracy and mathematics**

- Overall children's progress in numeracy and mathematics is satisfactory. Children can apply their skills across the curriculum. There is a need to ensure that all the skills build progressively on prior learning. In addition, there is a need, as planned, for staff to monitor and evaluate children's progress as individuals and in cohorts of their numeracy and mathematics attainment over time.

### **Number, money and measure**

- At first level, children can add and subtract whole numbers to 10 within numbers to the nearest 100 up to 900. They can read, write and order numbers up to 1,000. Children can add and subtract two-digit numbers to 100. By P7, children can accurately solve problems involving whole numbers, using a range of strategies. They can complete two-step calculations and share their approaches clearly. Children are confident in their use of simple fractions, percentages and decimal fractions and could carry out calculations confidently. Children are able to convert between 12- and 24-hour clock. Children at second level are less confident in calculating the area of a given shape.

### **Shape, position and movement**

- At first level, children could confidently name a range of three-dimensional objects, identifying and discussing their features; vertices, faces and edges. At P7, children are confident in using mathematical language to describe a range of angles and can calculate missing angles from a given set of information.

### **Information handling**

- At first level, children can use tally charts to collect data on snack choices from children within the school. By P7, children are confident in their analysis and interpretation of data within a bar chart.

### **Attainment over time**

- Data about children's attainment in literacy and English and numeracy and mathematics shows the majority of children make satisfactory progress in their learning. However, recent attainment data on children's progress in writing and numeracy and mathematics is more accurate. As a result, children are beginning to make gains that take greater account of prior knowledge.
- Children make good progress in art, music and physical education. In addition, the majority of children can apply the appropriate literacy and numeracy skills for their age and stage of development in social subjects, religious and moral education (RME) and, health and wellbeing. Staff need to ensure that all children apply their skills across all areas of their learning, taking account of their prior knowledge.
- Staff recently started focused attainment discussions identifying and improving gaps in children's learning. As a result, planned interventions are beginning to impact on individuals with clear measures of success.

### **Overall quality of learner's achievements**

- Children participate in events and are proud of their achievements. Staff are reintroducing opportunities to develop children's wider achievements. Staff are making improvements to the

Junior Road Safety Officer and pupil council committees. This is leading to greater consistency and sustainability of these groups to bring about improvements in the school.

- Children's wider achievements are recognised and celebrated by children, staff and the local community. Children receive a range of awards during class learning and through participation in whole school events, at assemblies, and out of school through the recognition board.

### **Equity for all learners**

- Staff have a clear understanding of the social, cultural and economic context of the school community. Staff discuss each child's progress and learning needs on an individual basis. Although at the early stages of implementation, the changes staff are making to supporting children requiring interventions and targeted support are improving. Staff need to record and evaluate agreed actions for individual children to monitor progress and ensure that issues of equity continue to be addresses.

## Other relevant evidence

- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and education authority.



## 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.