

Summarised inspection findings

Ednam Primary School and Nursery Class

Scottish Borders Council

26 November 2019

Key contextual information

Ednam Primary School and Nursery Class serves the villages of Ednam, Stichill and the surrounding areas in Scottish Borders Council. At the time of the inspection, there were 36 children in the primary school and six children in the nursery class. The headteacher is also responsible for Sprouston Primary School. Ednam Primary School children and staff were decanted to Broomlands Primary School between February and June 2019 due to issues relating to the water supply, returning to the school one month before the inspection.

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

- All children enjoy coming to school. They report that school is a fun place to be where everyone feels happy and welcome and where they can meet new people. All children at the school are enthusiastic about learning and are keen to be the best they can be. All children are engaged in learning tasks and motivated to learn. Relationships across the school are positive and children feel they are treated fairly and with respect. Almost all children feel confident to speak to an adult if they are worried or upset. Children contribute to the life of the school through a range of leadership roles including house captains, buddies and Junior Road Safety Officers. All children have a role as a school 'eco warrior'. The school now needs to build links with the community to develop the curriculum further.
- Children would benefit from having more opportunities to work collaboratively and to reflect on learning together. They work together well when given the opportunity to do so. In some lessons children are working individually on tasks which would be more productive and meaningful in pairs or groups. Teachers should increase opportunities for children to lead discussions about skills for learning, life and work. They share the purpose of lessons and intended outcomes with children. However, there is too great a focus on the task. Teachers need to be clearer about what children are learning and how they will know they have been successful. Teachers should now make increased use of the curriculum progression framework to plan and support learning.
- The headteacher has identified the need to review the school's vision, values and aims in collaboration with the whole school community. This shared understanding will provide a foundation for the further development of learning and teaching across the school. Digital technology is used well to support learning in classrooms and outdoors. Children have the confidence to use the available digital technology to take increased responsibility for their learning. Teachers should provide opportunities for children to apply skills in researching, presenting findings and sharing their learning.
- Children in the early years are experiencing an appropriate range of approaches to learning. Overall, children's learning at early level is too adult led and teachers need to build on and

develop further opportunities for learning actively through play. Practitioners in the nursery class are keen to work closely with early level staff in the school to ensure there is a clear rationale for learning at the early level which ensures relevance, progression and challenge. Collaboration should lead to improved consistency in learning through play across the early level.

- The headteacher is working with teachers to improve approaches to learning and teaching across the school. Explanations and instructions in lessons are clear. However, there is scope to improve the range and type of questioning to promote higher order thinking skills in every lesson. Teachers' questions are too often testing recall rather than encouraging thinking. There is also an overreliance on the use of commercial worksheets across the school. Whole-class lessons are not differentiated enough to provide support and challenge to meet the needs of all children. Skilled additional needs assistants (ANAs) could be more effectively deployed in most lessons. The pace and challenge for the majority of children is too slow. The headteacher should now support teachers to develop more relevant and targeted learning for children. Overall, teachers do not sufficiently recognise and build on prior learning.
- Teachers are beginning to use progression frameworks linked to benchmarks to support planning, learning and teaching. They currently use a limited range of assessment approaches to identify and plan for next steps in learning for groups and individuals. The school should now support the development of appropriate formative and holistic assessment to ensure that staff are meeting the learning needs of every child.
- All children in the upper stages are beginning to use learning logs and benchmarks to think about their learning. Teachers should now ensure that this supports children to make improvements and to identify next steps in learning. Across the school, peer and self-assessment is not being used effectively enough to support learning.
- The school uses Scottish National Standardised Assessments (SNSAs) and other standardised assessments to track the progress of children. Moderation of assessment standards between teachers has been taking place within the school and across the cluster. Enhanced moderation work, building on existing arrangements, should now be undertaken to support teachers' improved understanding of progression within levels and across stages.
- The headteacher meets with teachers at the beginning of each planning block to discuss planning across all curricular areas. Children are identified as either on track or requiring support to achieve appropriate levels. Teachers now need to ensure that planning is focused on identified need and that learning is evaluated to agree and plan next steps for each child. Monitoring and tracking needs to be more regular and reliable to enable teachers to meet the needs of individual children more accurately.

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

Overall attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Curriculum for Excellence levels provided by the school for session 2018/2019 demonstrate that most children at the appropriate stage achieved early level in reading, writing, listening and talking, and numeracy. Most children at the appropriate stage achieved first level in reading and writing, and all in numeracy and listening and talking. At second level, most children achieved in writing and numeracy and all children achieved in reading and listening and talking. It should be noted that the numbers of children in each year group are small and so figures should be treated with caution. Senior leaders have correctly identified raising attainment in both writing and numeracy as ongoing improvement priorities.
- Teachers' professional judgements of Curriculum for Excellence levels are gradually becoming more robust as they engage more fully with the National benchmarks. Teachers have taken part in moderation activities in school and within their cluster. In order to further develop a shared understanding of assessment data and standards, teachers recognise the importance of continuing to look outwards to improve their moderation activities. The school has correctly identified this as a next step.
- Teachers are at the early stages of using and analysing data from the SNSAs to support and validate their professional judgements in literacy and numeracy.

Overall attainment in literacy and English

- Overall, attainment in literacy and English is good.

Reading

- Children at the early level are beginning to decode words. Children at first level are becoming more confident readers, beginning to read with expression and demonstrating understanding. They enjoy reading. They understand the difference between fiction and non-fiction and can describe their reading preferences. At second level, children are reading more confidently and have a good understanding of genre. They discuss their favourite authors and styles of writing that they enjoy. Across the school, children enjoy the group reading books which they are allocated. However, more could be done in classes to share and explore the enjoyment and variety relating to the books which children bring in to school or borrow from the school library to read for pleasure.

Writing

- There is evidence throughout the school that children are enjoying writing. At the early level, children are beginning to develop their writing of individual letters. At the first level, children are regularly writing about their own experiences and develop extended writing in other areas such

as imaginative writing. At second level, children are developing skills in writing for a range of different purposes, including transactional writing, poetry, drama scripts and imaginative writing.

Listening and talking

- Across all stages, children listen well to one another and are attentive to the teacher in class. All children are well behaved. They are respectful and understanding of the views of others. At the early level, children listen well in class and follow teachers' instructions appropriately. At the first level, children contribute their point of view and are tolerant of others with different opinions. At the second level, children discuss complex issues articulately.

Numeracy and Maths

- Overall, attainment in numeracy and mathematics is good. Almost all children are making expected progress. They are on track to achieve, and a few are likely to exceed, appropriate Curriculum for Excellence levels by the end of the current session. Almost all children are enthusiastic about learning in maths. A few children already exceed expectations and should be challenged to achieve more. The school should now ensure that all children have opportunities to apply their learning in maths across the curriculum through relevant contexts.

Number, Money and Measurement.

- At the early stages, children are not sufficiently skilled in addition and subtraction to ten and applying strategies within relevant contexts. Children know the forward and backward number sequence to 20. Children at this level use appropriate language when comparing height, length or weight. At first level, children read, write and round three digit numbers to the nearest ten and 100. Children understand the value of digits and use this to help them solve problems. Children solve real life problems using the four operations and a range of strategies. At this level children can also order fractions and solve fraction problems. Children solve two-part money problems giving change from £10. Children estimate lengths relating their answers to previous learning and experiences. At second level, children work confidently with numbers to one million and solve addition and subtraction problems involving decimal numbers to two places. Children recall or derive multiplication and division facts to solve practical problems. Children at this level order fractions with different denominators and apply their knowledge of fractions and percentages to solve problems. Children at this level still need to work more with negative numbers and decimal fractions and have more opportunities to calculate perimeter, area and volume.

Shape, Position and Movement

- At early level, children name cubes, cuboids, spheres and cylinders. They identify 2D shapes within 3D objects and use appropriate language to talk about the features of each shape. By the end of first level, children know and use compass points. They talk about the properties of 3D objects using correct vocabulary. At second level, children can identify right, acute and obtuse angles. Children can name a range of 3D objects and 2D shapes and can identify their properties using the terms edge, face and vertices.

Information handling

- Children at the end of early level, and working at first level, have collected, displayed and interpreted data. They answer questions about bar charts. At the end of second level, children have collected and interpreted data. Children across the school are not yet sufficiently skilled in collecting, organising, and displaying data accurately using digital technologies.

Attainment over time

- The school provided data for reading, writing, numeracy, and for listening and talking, gathered over four years. Whilst there have been fluctuations in the levels of attainment across each of the levels during the past four years, overall attainment over time is good. The school looks in detail at each learner's progress in literacy and numeracy three times per year.

Overall quality of learners' achievements

- Children are encouraged to share wider achievements from out of school and extra-curricular activities. Such achievements are celebrated in class, at assemblies and more widely through newsletters. Children are enthusiastic about the opportunity to share their achievements. They record their individual achievements informally as part of a central display. Children enjoy a range of opportunities to participate in the life and work of the school. Children are confident in taking responsibilities as Junior Road Safety Officers, house captains and buddies. Teachers should continue to develop approaches to learner participation across all stages of the school and to make children more aware of the skills they are developing. Children's achievement in out of school activities should now be tracked and linked to the development of skills for learning, life and work. There is a need to promote pupil participation by re-establishing a pupil council or similar pupil leadership groups.

Equity for all learners

- The school makes effective use of Pupil Equity Funding. This money is allocated to close the poverty related attainment gap. The school carefully tracks the attainment of groups of learners.

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.