

Summarised inspection findings

Prestonfield Primary School

The City of Edinburgh Council

10 September 2019

Key contextual information

The school serves the area of Prestonfield in Edinburgh and is associated with Liberton High School and Castlebrae Community High School. The school offers full-time places for nursery aged children.

1.3 Leadership of change

good

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

- The headteacher has been in post for 16 months. During this time, he has developed a clear understanding of the school's improvement journey and accurately analysed the school's next steps for further improvement. He is successful in establishing positive relationships across the school and its wider community. The school is valued by the local community for its friendly and welcoming ethos and the ways parents and partners are encouraged to be involved in the life and work of the school. The headteacher is an effective leader and has gained the respect of parents. Almost all parents are satisfied with the work of the school and say their children enjoy school and are treated fairly.
- The headteacher provides clear leadership for continuous improvement through self-evaluation and leads change in a well-judged and measured way. He communicates very effectively to support the staff in identifying change in their own practice and across the work of the school. Together with staff he is improving the learning environment, developing class charters and nurturing approaches. The clear focus of the headteacher in developing further processes and systems to support ongoing change and improvement, ensures that everyone is involved and committed to taking the next steps. The established processes of improvement planning and reporting on progress, should now ensure initiatives such as Pupil Equity Funding and the writing pilot lead to improved outcomes for children. All teachers demonstrate a commitment to continuous improvement and professional learning. They value the opportunities they have for professional dialogue. This helps them to support regularly one another. They should continue to look outwards and increase opportunities to share effective practice in order to support further improvement.
- The school has a long established set of values and motto which emphasise hope, ambition and achieving success. These values are demonstrated in the life of the school and in children's achievements. The recent events linked to Science Technologies Engineering and Mathematics (STEM) have successfully given children opportunities to learn skills for life and work. The headteacher recognises that whilst there is a clear vision and set of aims for the school, these are now due to be refreshed with staff, parents, partners and children to more accurately reflect the context of the school. This will ensure there is a renewed understanding of the future ambitions the school has for all learners. In forming the strategic vision for the school, the headteacher should take forward plans to further develop interventions to support

individual learners, continue to focus on planning a progressive curriculum and improve approaches to moderation and assessment to inform children's next steps in learning.

- Staff are proud of the school and work closely with partners and parents. They are involved increasingly in leading changes as outlined in the school's improvement plan. The headteacher and staff have a very good understanding of the school's demographics and diverse cultural context. Joint working with partners is valued by staff and leads to enhanced learning for children through experiences such as enterprising community cafes and the John Muir Award.
- All staff understand the community the school serves and many contribute to the success of partnership working. As a result of the strong partnership working established with the school, staff know the children and families well and understand their pastoral and learning needs. They place importance on supporting children's health and wellbeing. Professional dialogue with the headteacher is beginning to help teachers develop greater confidence in Curriculum for Excellence levels and their professional judgements about the progress children are making. The headteacher and staff should now develop a framework for assessment to ensure all children, including those who have English as an additional language (EAL) and additional support needs (ASN) progress as well as possible.
- Most children across the school are contributing to school improvements through their membership of a wide range of committees and participation in regular masterclasses. Children value these opportunities for undertaking leadership responsibilities and say they would like greater responsibility. The school should now build on its current practice and give children a greater role in contributing to school improvement priorities and in evaluating the impact of these. Involving the pupil council more in using the recently published national guidance and taking forward the school's revised vision will further strengthen pupil voice.

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

- In most classes, the learning environment is purposeful, focussed and calm and children are eager to learn. Relationships between staff and pupils and amongst the children are positive. Most children are confident, articulate and proud of their school. They speak confidently about their learning experiences, are clear about their understanding of the Curriculum for Excellence level they are working on, and what they need to do to improve.
- The school's values and motto, underpin its work. Most teachers encourage independent learning and support children to achieve well through their own efforts. There is headroom to extend further opportunities for children to take a greater lead in their learning.
- In most classes, teachers share the purpose of the learning with children and also what they need to do to be successful. In most classes, children co-create these measures of success. Most teachers use a variety of approaches to motivate children and encourage inquisitiveness and curiosity. Children work successfully individually, in pairs and small groups in most classes and are encouraged by teachers to support each other with their learning. In most classes, this respectful sharing and learning together develops the four capacities of Curriculum for Excellence.
- Most teachers know children's learning needs and provide appropriately differentiated activities. Teachers and support for learning staff should plan for children's learning more systematically and regularly ensuring improved outcomes for children experiencing challenges in their learning.
- The learning environment in most classes is welcoming and supportive. The extensive garden grounds encourage learning outdoors and provides a rich context for children to apply their learning and skills. Staff should increase opportunities for children to access this area. Children have access to a range of appropriate and well-maintained resources to meet their learning needs. Most children speak enthusiastically about their learning experiences and what they are learning in classes. The school should now seek ways, as planned, to support children to evaluate their learning experiences with more regularity.
- The staff team work well together on aspects of planning and share pedagogical ideas at regular learning and teaching meetings. There is a common, shared understanding about elements of what makes an effective lesson, including the sharing of the purpose of lessons with children and measures of success. Teachers should build on their experiences to develop clear guidance on effective learning and teaching. The headteacher and the staff team should focus on developing high quality learning and teaching across all levels through the sharing of best practice in order to improve further children's learning consistently across the school.

- Across the school, staff use digital whiteboards to enhance teaching. In consultation with staff and children, the school should take forward its plans to develop a digital learning policy so that its day-to-day use supports children's learning more effectively.
- The staff are aware of the importance of play based learning at the early level of Curriculum for Excellence. There is clear evidence of this methodology supporting learners in numeracy and literacy. Staff should build on this promising start and work collaboratively across early level to further strengthen and share the more effective practice in this area.
- Teachers plan learning experiences across all areas of the curriculum. Plans are appropriate effective for both short term and for longer blocks of time. The experiences and outcomes of Curriculum for Excellence within curricular areas are covered well. Staff should now consider how to add breadth and depth to the curriculum ensuring children have opportunities to apply their learning in a wide range of contexts. In the interest of bureaucracy and effectiveness of planning, it would be beneficial to include assessment as part of the forward plans so that learning is progressive and the curriculum is relevant to the needs of all children.
- The headteacher and staff are evaluating the new authority tracking system as part of a pilot scheme. He should continue to implement tracking systems with the view that teachers take an increasing role in using the system to track the progress of children in their classes. The headteacher now needs to adopt an increasingly strategic approach to monitoring the school's improvement. The headteacher and support for learning staff should develop a clear overview of the needs of all children who face barriers to their learning.

2.2 Curriculum: Learning pathways

- The school's curriculum and its rationale provides equity of opportunity for children in the school. There are appropriate curriculum frameworks supporting learning in literacy and numeracy. Curriculum development is the most recent focus for the school and is clearly outlined in the school improvement plan as a priority for the current session. Digital literacy and health and wellbeing have been identified correctly as key areas of development for the school.
- Learning pathways support children well to build on their prior learning and ensure progression. They are based appropriately on the experiences and outcomes in Curriculum for Excellence and offer learners enjoyment, relevance and aspects of personalisation and choice. Children experience outdoor learning to enrich learning. All staff take responsibility for the development of literacy and numeracy. The delivery of Physical Education (PE) and physical activity is supported well by a curriculum outline to ensure all staff are confident in delivering the full entitlement to two hours of quality PE. There is scope to ensure that robust curriculum frameworks are in place to support learning across the full range of curricular areas. The school should take forward the plans to develop the curriculum for health and wellbeing.
- The staff has developed a clear outline of what they are doing on a termly basis in interdisciplinary learning. Staff would benefit from professional learning opportunities and time for collaborative working to plan high quality interdisciplinary learning that takes full consideration of the school's context.
- The school and key partners offer a range of good opportunities for children to which develop their skills for learning, life and work. As a result of their involvement in a variety of groups, children are developing a greater awareness of citizenship and increasing their teamwork and communication skills. The school should now consider a more pupil-led approach to the management and organising of these groups, allowing children to set the agenda and chair meetings with minimal adult intervention.

2.7 Partnerships: Impact on learners – parental engagement

- See the choice QI section below.

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

- The headteacher places a strong emphasis on the importance of children's wellbeing. He has a clear understanding of children's challenges and needs. Almost all staff are beginning to develop a shared understanding of how to support the wellbeing of children and their families. This is leading to positive and caring relationships. It is also beginning to support families to be more fully involved in their child's learning. Staff know individual children well and the headteacher is strengthening the procedures to support those children who require additional support.
- Children are aware of the wellbeing indicators and can recite these. The school community however, does not yet have a shared understanding of wellbeing. There is scope to increase professional learning to support staff to understand their individual and collective responsibilities for wellbeing. A few children across the school talk about how they have learned to keep themselves safe. Staff should now agree a whole school approach to the use of wellbeing indicators and include them more fully through their daily interactions. This will support children to understand their own wellbeing.
- The school approach to nurture has recently been implemented and is beginning to impact positively on a few identified children. Staff and parents are very positive about the 'Rainbow Room'. The headteacher is aware that positive relationships and nurturing principles are central to developing a whole school approach to wellbeing. He has made positive changes which are having an impact on a few children's ability to learn in class, improving attendance and raising self-esteem. Staff are aware that all children would benefit from a nurturing approach. They should now move forward with plans to embed nurturing principles more widely across all classrooms.
- Most children are very well-behaved and are well-mannered. They are confident and happy in school and relationships with most teachers are very positive. Staff have included a review of children's behaviour within the current school improvement plan. A restorative approach is at an early stage of implementation and is not yet having a positive impact positively in all classes and the playground. This approach should now be developed to support a consistently positive ethos across all learning environments. A few children do not feel safe in the playground where bullying is an issue for them. As part of the review of restorative approaches, a few children who have ASN would benefit from learning strategies to support them to manage their own behaviour. The school needs to ensure exclusions and bullying incidents are minimised and interventions lead to all children feeling confident and safe.
- Children learn about aspects of health and wellbeing through assemblies and through occasional events and topics. In a minority of classes children are learning about health, wellbeing and behaviours through very effective teacher modelling. A few children speak about healthy eating and explain the factors which affect their health. This is not consistent across all

stages and the headteacher is aware of the need to develop a structured programme for the health and wellbeing curriculum. The school has appropriately identified this is an important area for development.

- Children who require targeted additional support benefit from a range of responsive strategies to support their learning. There are detailed plans outlining their needs and targets to support their next steps. Teachers are made aware of children's needs and how to support them. A few children also require a level of support within classrooms. Plans should now be made to make sure all teachers understand their role in providing universal support for children. In particular, children who have health and wellbeing concerns and children who have EAL, should be carefully tracked and evaluated. Staff should make sure that all children who have ASN are supported and included in all aspects of school. There is evidence that most children with additional support needs are consulted on decisions which may affect them. This should be reviewed to include all children. Pupil support assistants work very well with children in classes and provide sensitive support.
- Most children speak positively about their experiences in school. Almost all children understand respect but a few do not feel they are treated respectfully by their peers. The pupil council is too adult-led and needs to increase the focus on matters that relate more to children. There is scope to empower children as leaders and contributors to school decision making. This would result in increased ownership of their own experiences and an increased sense of responsibility. The views of children are gathered for a few aspects of school life but are not yet captured in a way that leads to change.
- The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The nutritional regulations are being met.
- The school's approaches to inclusion and its management of exclusions should be reviewed. All children should be included and those with specific needs should have carefully planned targets set against clear timescales. The most vulnerable children should be very closely tracked and any referrals followed up promptly. Children who are care experienced should be considered for a coordinated support plan.
- A few children can talk confidently about the issues and challenges relating to equalities and inclusion. They feel confident in their ability to recognise and challenge discrimination should they become aware of it. Staff now need to develop a whole school plan to ensure there is a consistent approach to equality and inclusion across the school. A few children are not included in all aspects of school life. The positive equalities' experiences included in children's learning in the early stages could be shared more widely across the school. This would also support children's knowledge of diversity and discrimination.
- Most children who are recorded as having additional support needs are successfully supported to access their learning and to make good progress. The support for learning teachers track attainment for these children closely. They are very consistent and caring in their approach to support children with ASN. As a result, children's outcomes are improving.
- Most staff are very aware of individual children and their families and the school's wider context in the community. The school has a very positive approach to creating equity through 'Moneywise Prestonfield Snappy Savers'. Families are well supported and staff are sensitive to the need to include all children in school activities. These are very positive starts to promoting inclusion for all and are supporting families and children to feel valued.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Attainment data provided by the school is based on teachers' professional judgements. This is supported by a range of assessment data, national assessments and ongoing professional dialogue with the headteacher. For session 2018-19, the school predicts that, overall, most children will achieve expected levels in literacy and numeracy across the school. Overall, the school's predictions are accurate that most children will attain expected levels. Staff are continuing to develop confidence in making professional judgements about children's progress in Curriculum for Excellence. The school plans to support this work by taking forward improved approaches to moderation, assessment, planning, tracking and monitoring to support the accuracy of judgements.

Literacy and English

- Overall, the standard of literacy and English across the school is good.

Talking and listening

- Most children across the school talk confidently to visitors and articulately in pairs and small groups. At the early level, children are making very good progress in talking and listening. They follow instructions clearly and work independently as a result. They share their thoughts and ideas and communicate well with one another through meaningful play activities. Those at the early phase of first level are developing thinking skills and are confident when articulating their thoughts and ideas. However, too many children by the end of first level are insufficiently skilled in talking and listening. By the second level, children talk about the ways in which they are involved in evaluating and analysing texts. Most are articulate in sharing their ideas and expressing opinions.

Reading

- Most children across the school are enthusiastic about reading and select texts from a wide range of fiction and non-fiction books. They make weekly visits to the school library to choose personal reading books which they enjoy reading at home. They are motivated to read through participation in reading challenges. At the early level, children are making good progress in recognising familiar words and using their phonics knowledge to attempt new vocabulary. At first level, children recognise non-fiction texts and know these are used to find information. They are confident in selecting books and the majority are making good progress overall. By second level, children take responsibility for reading with younger children. They use their skills in reading aloud fluently to engage and encourage younger children to value reading together. Overall, most children are developing skills in comprehension and apply their thinking skills when analysing and evaluating a text they have read.

Writing

- Across the school, most children are making satisfactory progress. A strong start is made by those working at the early and beginning of first levels. Most children apply knowledge of spelling in a variety of writing contexts. They have a good understanding about language and vocabulary. By the end of first level and end of second level, the standard of writing is too variable.

Attainment in numeracy and mathematics

- Overall, children's attainment in numeracy is good. They are making good progress from prior levels. Children need to apply their numeracy skills across their learning in all areas of the curriculum.

Number, money and measurement.

- Overall, attainment is good. Most children at early level are becoming confident in recognising and writing numbers and order numbers, identifying the previous or next number. They also count fluently backwards and forwards from a given number. A few higher attaining children could be making better progress.. At first level, most children use a number of strategies to add and subtract two numbers mentally. Most children know place value and round up to the nearest ten, 100 and 1,000. They know the key features of fractions and identify the largest and smallest fractions from a given list as well as change simple fractions to percentage and decimal equivalents. They tell the time on both analogue and digital clocks. Children are less confident at problem solving using word problems within relevant contexts. At second level, most children are confident in multiplication to ten. They understand place value up to seven figure numbers. Children working towards the end of second level solve simple algebraic equations. They are also confident in their work on fractions, both converting these into decimals and percentages and discussing the use of fractions in real life contexts.

Shape, position and movement.

- Children at early and first level identify common 2D shapes and 3D objects and describe their properties. At first level, children accurately identify and calculate sides, faces and edges. They draw and recognise a right angle and find right angles within their environment, including door frames and on tables. Most children at second level are confident in using appropriate mathematical language to describe the properties of shapes. They draw and recognise obtuse and acute angles. They also identify and describe symmetry and draw symmetrical shapes.

Information handling

- Children at all levels are developing their understanding of data. Across first and second levels, children are developing their understanding of the different ways that data can be used and presented. Children share their recent experience in presenting real life data using tally marks, pie charts and graphs. There is scope for children across the levels to develop their skills in using a wider range of data, including data drawn from research and using digital technology to support their progress.

Attainment over time

- Data presented by the school, demonstrates most children are achieving appropriate Curriculum for Excellence levels in reading, listening and talking and numeracy and mathematics. The majority of children are attaining appropriate levels in writing. There are signs that the systematic and structured approaches to early acquisition of language and numeracy are having a positive impact on increased progress for children at the early and start of first levels. The headteacher makes effective use of a new tracking system to monitor children's progress. He makes strategic decisions using a range of data when tracking the attainment of identified cohorts leading to identified support and interventions. There is

headroom to raise attainment further and ensure all children are sufficiently challenged in their learning.

Overall quality of learners' achievement

- The school promotes an ethos that values and celebrates children's achievements within the school and the wider community. Children's achievements are captured and displayed prominently around the school and celebrated in school assemblies. Social media is used to good effect to publicise and share activities and successes with parents. Children speak positively of their achievements in school and also beyond the classroom. They are increasing their understanding of other cultures and religions through events such as the 'International Dinner', Chinese New Year and Ramadan.
- Within the school's house system, children take the roles of captains. The school's committees allow most children to take responsibility and apply their skills and interests in a number of roles. Children contribute positively to supporting one another. They are developing an understanding of the world of work and the skills of learning through rich experiences in STEM related activities, and career focused events.
- Children are becoming increasingly aware of their responsibilities as citizens and have successfully gained three green flags through the Eco Schools initiative. The school holds gold status as a rights respecting school. Staff should continue to sustain the focus of the committees and ensure all children are fully involved and understand the contributions they make to the life of the school. The school has an appropriate focus on financial education through enterprise activities such as hosting themed community cafes. The children are gaining understanding of budgets and importance of saving through the schools successful 'Snappy Savers' scheme.
- Children access a range of clubs offered by staff and the Active Schools coordinator. This is enabling children to widen their interests and develop their skills. Children in P7 are developing confidence, self-esteem and social skills through the school's residential excursion. Continuing to maintain an overview of participation in activities will support staff in targeting those children who may be at risk of missing out.
- Moving forward, more children would benefit from being actively involved as leaders. This would enable them to take roles with increased responsibilities and to build on the skills they develop.

Equity

- The headteacher and staff know children and their families very well. Teachers and support staff work closely together to provide care and support leading to children being ready to learn. Barriers to learning are targeted through effective use of the Pupil Equity Funding. The school's work is having a positive impact on outcomes for children who need help to overcome barriers to their learning. This has been successful particularly in nurture. The development of the 'Rainbow Room' is providing children with opportunities to apply skills in self-regulation and resilience. Targeted interventions support children and their families effectively. These interventions are leading to more children being ready to learn and developing resilience.

Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on Learners.

- The school has developed a number of successful partnerships from across the community. These support children's health and wellbeing and also provide a rich variety of new experiences for children. All partners are very positive about their work with the staff and with the headteacher. Partners are very aware of the broad social demographic within the school and the families within the community. They support families well and are creative in how they provide support children. Engagement and communication with partners is supporting smooth and productive working leading to children making progress in their learning. Partners are not yet involved in contributing and evaluating school plans for improvement. There is scope to increase their involvement to enable a more empowered partner group. Developing a clear plan for partnership work with an outline of the skills being developed would enable children to better understand the skills for life and work that they are developing.
- Families from ethnic groups feel that they have been better supported by the school in recent years. Almost all parents are very complimentary of the headteacher and how he has supported and empowered them in school. He should now make plans to include parents in planning for improvements. This should include extending the role of the successful parent council, involving them more in whole school planning.
- A few partners work together collaboratively, specifically in planning aspects of school provision which are shared across their services. This supports a coordinated approach to delivery. There is merit in making sure that all partners have an opportunity to work collaboratively in order to create a more cohesive approach to targeted and universal supports.
- Staff have begun to develop ways to engage parents in their children's learning. The 'Learning Together' mornings have been very well-received and parents are keen for more of these types of events. Parents also feel they are now more aware of children's progress. The staff should continue to build on this positive start to involve and include all parents in children's learning.
- Currently, parents receive helpful information through social media, newsletters, email and the school notice board. Staff should continue to develop systems to make sure all parents are fully included in communications, particularly for those families whose first language is not English. Parents feel very welcome in the school and speak very positively about how staff support and communicate with them.
- The school has a close partnership with the 'Inclusion Support' team and this is a positive structure which is able to provide supports, without excessive bureaucracy. A few children are being very well supported by these services. Staff's professional learning has also been provided which will support teachers to develop their role in universal supports. Support has also been offered to parents in relation to children's emotional resilience. This has been very positively received by parents.
- The involvement and support from parents and partners is not yet being well-evaluated. This would be an important and helpful next step for the school. A number of very positive initiatives are being taken forward to help improve children's attainment. It would be important for the school to measure this impact of these in order to identify effective practice and share these experiences with specific 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.