Summarised inspection findings

Granton Primary School and Nursery Class

The City of Edinburgh Council

21 July 2020

Key contextual information

Granton Primary School is a non-denominational school, which serves the community of Granton in Edinburgh. It comprises 21 primary classes, and a nursery class. In January 2020, the primary school roll was 476. The senior leadership team comprises the headteacher; two depute headteachers and a principal teacher. The headteacher has been in post for six years. The school roll has increased considerably over this period, and the headteacher has spent time ensuring the school is an integral part of the local community. 74% of children attending the school live in SIMD deciles 1 and 2. A significant minority have English as an additional language.

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	

■ Staff have a strong focus on developing positive relationships across the school, which results in a caring and supportive ethos. In all classes, staff use praise well to promote positive relationships and to improve children's self-esteem. They support children well and have a sound understanding of their welfare and development. The majority of children interact well with staff, partners, and each other.

■ The majority of children engage well in activities. Where engagement in learning is strongest, children experience a range of differentiated and challenging tasks appropriate to their needs. Teachers should ensure that all tasks and activities are set at appropriate levels of difficulty to meet better the needs of all learners. Children are eager to take more ownership for their learning. This should support them to develop their independence, and apply their learning in real and meaningful contexts.

■ Children are able to discuss the school vision and values, and give examples of how they can demonstrate these in every-day school life. They are less confident to discuss their rights, and share their understanding of the United Nations Convention on the Rights of the Child. Senior leaders, with staff, should consider how these can permeate learning further across the wider ethos and life of the school.

■ Teachers and children use digital technology well to support learning. Examples include using the internet, quick response codes and software packages to extend and consolidate learning. A few staff should continue to increase children's use of digital technology as part of developing their skills for learning, life and work in relevant and engaging contexts.

■ Most children say that the school listens to their views and takes them into account. A few contribute to the wider life of the school as members of a responsibility group such as the school council and eco group. Senior leaders and staff should track and monitor these opportunities more robustly to ensure that all children broaden their skills and leadership experiences.

■ The majority of children learn in calm and well-organised classrooms. In most lessons, the purpose of the learning experience is clear. The majority of teachers use higher-order questioning well to support children's understanding of their learning. Children have regular opportunities to discuss their learning in pairs and small groups. As a result, they are able to make appropriate and accurate suggestions on how they will be successful learners.

■ Senior leaders and staff have developed guidance to help teachers plan and teach an effective lesson. Where practice is strongest, teachers plan appropriately paced lessons to meet the learning needs of children. In a minority of lessons, activities are too teacher-led, and do not provide enough challenge for children to help them make progress in their learning. The school needs to take steps to address the variability in the quality of learning and teaching.

■ Children have a few opportunities to learn outdoors, as well as taking part in planned school trips. They have regular opportunities to learn about their local context. However, they are not able to talk about the skills they are developing as a result of these experiences. Senior leaders and class teachers should develop a progression framework for health and wellbeing. This will support teachers to plan opportunities for children to apply their learning across different learning environments.

■ Senior leaders and class teachers use standardised assessments in P1, P4 and P7 to inform their professional judgements of children's progress in literacy and numeracy. However, they should develop an assessment framework, and use a range of well-considered assessments to identify children's progress and plan for their next steps in learning.

■ Class teachers use a variety of formative assessment strategies to evaluate children's learning. In examples of effective practice, they provide helpful feedback, which supports children to identify next steps in their learning. However, this is not consistent across the school, and children are not always aware of what they need to do to make progress in their learning. Planned assessments do not focus sufficiently on children being able to apply their learning in a range of contexts to demonstrate breadth, challenge and depth of understanding.

■ Staff participate in planned moderation activities within the school, and across the learning partnership. On-going involvement in moderation activities using the National Benchmarks should support staff to make more accurate and reliable professional judgements about children's next steps in learning.

■ Senior leaders conduct termly attainment meetings with class teachers. They track and monitor children's progress in literacy and numeracy. These discussions are improving teachers' confidence when discussing children's progress. Senior leaders, with staff, should continue to develop approaches to tracking and monitoring children's progress to enable them to have a clear picture of children's attainment in learning across all curricular areas.

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

■ As yet, data about children's attainment in literacy and numeracy is not robust. Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory. The majority of children who require additional support with their learning are making appropriate progress.

Literacy

■ The majority of children make satisfactory progress in reading and talking and listening, and a minority make satisfactory progress in writing. A few children make good progress in all areas of literacy and English.

Listening and talking

■ The majority of children at early level listen to their peers, and share appropriate opinions and information. A minority are not able to demonstrate the behaviours associated with good listening. At first level, while most children communicate clearly, and actively contribute to paired and group discussion, a minority are not yet able to contribute regularly to class discussions. At second level, children's skills in sharing their views and opinions are not sufficiently well-developed. They are not yet able to discuss the skills required to listen and talk in a range of contexts, such as presentations and debates. Across all levels, children need to develop their skills in listening and talking in a range of situations.

Reading

■ At early level, almost all children enjoy listening to and talking about stories. A minority are able to use known sounds to blend simple phonetic words. At first level, the majority of children discuss fact and opinion when talking about their reading experiences. They do not yet add expression when reading aloud. At second level, the majority of children read fluently, and with confidence. They are able to discuss a range of strategies they use to tackle unfamiliar texts. Across all levels, children need to apply their skills in reading in different contexts to select and use relevant information.

Writing

■ Overall attainment in writing is weak. At early level, a minority of children are beginning to use known sounds to write simple words and are able to write one sentence using simple phonetic and common words. However, the majority are not able to write independently during their play or when supported by an adult. At first level, the majority of children write a range of short texts across a variety of genres using correct punctuation, but the minority are not yet able to select and organise information relevant to the genre without adult support. At second level, a minority of children write at length across a variety of genres using correct punctuation and appropriate structures. However, the majority are not able to write at length for a range of

purposes, and include more ambitious vocabulary. Across all levels presentation of writing is not yet of a high enough standard.

Numeracy

- Overall, attainment in numeracy is satisfactory. A few children across the school make good progress in numeracy and mathematics.

Number, money and measure

- At early level, the majority of children sequence numbers to 20, add numbers within 10, and a few are able to add double-digit numbers. At first level, the majority of children add and subtract to 100 and count forwards and backwards in twos, fives and tens. They solve simple problems using both multiplication and division. The majority of children order basic fractions, and a few demonstrate understanding of simple equivalent fractions. A few are able to round whole numbers to the nearest ten. At second level, a few children partition confidently whole numbers and decimal fractions to three decimal places. They calculate the sale price of an item with a discount of 15%. Across the school, most children need to develop their knowledge and skills in measure, through real-life practical opportunities.

Shape, position and movement

- At early level, the majority of children name the basic two-dimensional shapes. At first level, most recognise and describe a range of simple two-dimensional shapes and three-dimensional objects, with the majority able to describe the properties. A few children are confident with compass directions. At second level, a few children describe three-dimensional objects and two-dimensional shapes using specific vocabulary. The majority of children describe angles accurately using mathematical language. Across the school, children need greater opportunities to extend their knowledge and skills in scale, position and movement.

Information handing

- Across the school, the majority of children understand a range of graphs, for example, bar charts, and interpret data appropriate to their stage and ability. Teachers should support children to extend their skills in digital technology to create simple pie charts and spreadsheets.

Attainment over time

- The school provided a range of data on children's progress in literacy and numeracy over the last three years, including children's achievement of Curriculum for Excellence (CfE) levels. This data records teachers' professional judgment, and a range of standardised assessments. It indicates fluctuating levels of attainment over time, across all CfE levels, with a dip in attainment in 2018 for the majority of children in literacy and numeracy. The school does not yet not have data for trends in children's progress across curricular areas other than literacy and numeracy. Teachers' professional judgments and shared understanding of expected standards for children's progress are not always consistent, nor robust. Children's attainment over time, across all curricular areas needs to be monitored and tracked regularly to ensure that they make suitable progress. This will help staff to identify trends in children's attainment over time and identify better the progress of particular cohorts of children.

Overall quality of learners' achievement

- Throughout the school, children achieve various skills and attributes through their involvement in a range of activities both in and out of school. A few children, who serve on groups and committees, achieve and take on responsibility to make decisions, for example as part of the school council, vice and house captains and Junior Road Safety Officers. Children achieve as effective contributors and responsible citizens through being buddies, sports leaders and eco committee members who care for their environment. Across the

school, more children need to develop further leadership roles, including for aspects of their learning. They need to develop further their confidence, take more responsibility for increasing their achievements and be more aware of the skills they are developing.

■ Teachers, support staff and partners offer school clubs in a wide range of activities such as football, basketball, yoga, art and gardening. Most children across the school benefit from membership of the school choir. These wider experiences are helping children to develop skills in teamwork and citizenship. Currently the senior leadership team and teachers track children participating in these activities, and target any children who are at risk of missing out. Senior leaders, with staff, should develop further the whole-school tracking system, to include the skills children develop both in and out with school.

Equity for all learners

■ The senior leadership team and staff know children and families well, and are aware of those who experience barriers to participation in learning. They seek actively ways to ensure equity of opportunity for all children. For example, the school provides a breakfast club and after-school care provision. Senior leaders, with staff, ensure all children have the opportunity to access school trips and events.

■ The headteacher and staff are proactive in ensuring attendance at school is a priority, and that all children participate fully in all aspects of school life. This enables senior leaders and staff to identify and support children whose social or economic circumstances might adversely affect their experience or attainment.

■ Senior leaders and staff use Pupil Equity Funding to provide interventions in literacy, numeracy and health and wellbeing. These interventions include input from a storyteller, book gifting, links with Spartans Football Club, the use of online learning journals and support through the 'Granton Guarantee'. Senior leaders and staff are aware of the need to gather robust evidence on interventions to measure the impact on outcomes for all children. They recognise the importance of working with teachers to analyse data rigorously. This should demonstrate more effectively whether interventions are supporting children to make appropriate progress in their learning.

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.