

# Summarised inspection findings

**Lynburn Primary School**

Fife Council

28 May 2024

## Key contextual information

Lynburn Primary School and Nursery Class is situated in the Abbey view area within the eastern side of Dunfermline. The senior leadership team is made up of the headteacher and three depute headteachers. The school role is 387 children organised across 14 classes. Currently 87 children attend the nursery which operates term time with children attending from 9am to 3pm. The headteacher has overall responsibility for the nursery.

Over half of the children live in deciles one to three of the Scottish Index of Multiple Deprivation. Attendance is below the national average.

### 2.3 Learning, teaching and assessment

good

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 benefit from the warm and caring relationships that exist between all staff and children. Almost all parents feel their child is safe in school and staff treat children fairly and with respect. All staff have effectively created calm, nurturing learning environments where children's wellbeing needs are well met. Most children say they have someone to talk to if they are upset or worried. Most parents feel that staff support children's emotional wellbeing well. All staff effectively role model the school values of kindness, confidence, resilience and respect. They ensure that children's rights underpin the life and work of the school. All children and staff are proud of their accreditation for promoting children's rights. Together they have created supportive agreements about the expectations for behaviour in school. These written agreements include, for example, a whole school charter, one for each class and playground and digital learning charters. All children benefit from the consistency of approach these agreements offer.
- Almost all children behave well in classes. Most parents feel their child's behaviour is managed effectively. All staff have benefitted from professional learning to promote positive relationships and behaviour. Research and input from local authority partners has supported staff to develop their understanding of nurturing approaches, attachment, de-escalation and trauma. They fully understand the importance of recognising that all behaviour is communication. As a result, all staff share a collective and proactive commitment to promoting positive relationships, positive behaviour and children's readiness to learn. Staff have recently created a comprehensive 'Relationships and Behaviour Policy' which details clearly their learning and all approaches adopted. For example, staff engage in regular check-ins with children about how they are feeling, scaling activities to help children identify the intensity of their feelings. Children benefit from the adults' use of agreed scripts which support children to regulate and discuss their feelings. Staff have effectively developed Proactive Management Plans with children which details their approaches to universal and targeted support. As a result of their commitment, children's emotional literacy is developing well and all approaches are delivered consistently

across all classes. Significantly, this focus ensures almost all children's behaviour and readiness for learning has been enhanced.

- Staff have worked hard to provide greater consistency in approaches to learning and teaching. This approach supports children's motivation to learn further. All staff plan and deliver learning consistently using an agreed four-part model which is displayed clearly on classroom walls. Children's engagement in learning is strengthened through this approach and the use of clear, common language. Children benefit from the coherence of this highly visible and predictable approach.
- Almost all teachers provide clear instructions and explanations. In all lessons, teachers share the purpose of learning effectively and make clear reference to children's prior learning. In all lessons, teachers have embedded well clear reference to skills for learning, life and work. Most children are confident in identifying skills they are developing which include co-operation, communication and teamwork. In all lessons, teachers record how children can be successful in their learning. In the majority of classes, teachers complete this with children. Staff should build on this strong practice which is evident in the majority of classes as they review the accuracy of the steps to success they identify for children. Staff should ensure these steps to success link clearly to the purpose of learning.
- Most children feel staff support them well to understand how they are progressing in their learning. Most teachers provide feedback both orally and in written form, particularly in writing tasks. However, this does not always identify clearly, children's next steps in learning. Teachers should now build on the strong practice evident in a minority of classes as they review their approaches to providing feedback. In addition, they should extend feedback on learning across all areas of the curriculum. All teachers use questioning effectively to consolidate children's learning and check for understanding. Teachers should extend the use of effective questioning to deepen children's thinking and develop their curiosity. All staff consolidate children's understanding of learning well through planned plenary sessions at the end of lessons.
- All teachers in the younger classes have developed well their practice in planning and delivering learning through play. Teachers make good use of classroom spaces to provide a blend of child and adult initiated experiences. Teachers provide experiences that enable children to learn with increasing independence through their play. This enables staff to consolidate children's learning through direct teaching. Staff facilitate quality interactions with children and use their observations of children's learning through play well to plan next steps in learning.
- In all lessons, staff use digital tools and resources effectively to consolidate and enhance children's experiences. For example, teachers use interactive whiteboards, software, applications and devices effectively to support learning and teaching. Across the school, children are developing their digital skills well using a variety of technologies with confidence. For example, younger children use software to create artwork. Older children are developing successfully their programming skills through coding and use of online tools on their netbooks to collaborate as they learn.
- All teachers use formative assessment strategies consistently during lessons. Most teachers support children well to evaluate and review their own and each other's learning through peer and self-assessment tasks. Across all stages, children are becoming more confident in using self- and peer-assessment to evaluate progress in writing. Children complete a range of summative assessments including standardised assessments, which support teachers' evaluations about their progress and attainment. Teachers gather samples of children's work

throughout the year to help inform decisions about children's progress. Senior leaders and teachers should work together to review approaches to assessment and moderation. This should include a greater use of national Benchmarks in assessment. This will support teachers to strengthen their understanding of children's progress within and achievement of a Curriculum for Excellence (CfE) level.

- All teachers use long term planning for all curricular areas that highlight the coverage of CfE experiences and outcomes. Staff should review approaches to medium and short-term planning, to have a stronger focus on planning assessment as an integral part of planned learning. This will support consistency and clarity around children's progression. This will support teachers to meet the needs of all children, particularly for those who require more challenge in learning.
- Teachers should consider their local area and the relevance of contexts for learning when planning learning across the curriculum. This will support children to experience a broad range of learning experiences which are motivating and relevant to their setting. Children should be supported to take further leadership in planning learning experiences.
- Senior leaders meet with teachers termly to monitor children's learning in planning and tracking meetings. Together they identify children who are on track, ahead and those who are not yet on track for national expectations. During these meetings, senior leaders identify children who would benefit from further support to make greater progress in learning, including children who experience barriers to learning. This includes, for example, children who require additional support in their learning. Staff provide a range of targeted interventions which successfully support readiness to learn and literacy.

## 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

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

- Overall, the majority of children at P1, P4 and P7 attain expected CfE levels in listening and talking, reading and writing. The majority of children at P4 and P7 attain expected CfE levels in numeracy and mathematics. Most children at P1 attain expected CfE levels in numeracy and mathematics.
- Most children who require support with learning, including those impacted by adverse circumstances, are making good progress from prior levels of attainment. Across the school a minority of children would benefit from greater challenge in their learning. This will ensure they make the best possible progress in literacy and numeracy.

#### Attainment in literacy and English

- Across the school most children make good progress against prior levels of attainment in literacy and English.

#### Listening and talking

- At early level, most children listen well to stories. They retell known stories through play and confidently share with others why they like a favourite story. At first level most children are learning the skills needed to present to a group, including making eye contact and speaking clearly. At second level most children share articulately their opinions with others on a range of topics including animal cruelty. They explain their thinking and evidence well, drawing on presentation skills to engage the listener. Across the school children should be supported to listen and talk together in groups more regularly. This will help children develop skills in responding and building on the opinions of others appropriately.

#### Reading

- At early level, the majority of children use their knowledge of letter sounds to read simple words and sentences. They attempt to make new words that rhyme and enjoy reading their writing to others. At first level the majority of children read with increasing fluency. They use a range of strategies to decode new and unfamiliar words. They talk confidently about texts, predicting what will happen next. They need more practice at answering inferential and evaluative questions about texts. At second level children read a wide range of texts, including online texts. The majority of children successfully apply their reading skills which include clarifying and summarising to show their understanding of texts. They would benefit from further opportunities to consider the writer's style and techniques used to engage the reader.

## Writing

- Across the school, teachers have successfully introduced a new approach to teaching writing. Most children are motivated to write and engage well in written tasks. This is beginning to impact positively on children's progress in writing. Teachers should continue to monitor the impact of this refreshed approach on children's attainment.
- At early level, the majority of children attempt to write in simple sentences. They are beginning to use capital letters and full stops. At first level the majority of children use descriptive language to make their writing more interesting. They review their writing using helpful check lists to ensure they have used appropriate punctuation. At second level the majority of children write regularly for a range of purposes including letters, reports and stories. They use appropriate descriptive language to engage the reader. At first and second level children should continue to review their writing after feedback to build on and practice the skills they are developing.

## Numeracy and mathematics

- Overall, the majority of children make good progress in numeracy and mathematics in line with national standards. A few children are working beyond expected levels of attainment. All children would benefit from further opportunities to apply their mathematical skills across other areas of the curriculum and within a range of contexts.

## Number, money and measure

- At early level, most children order numbers correctly within the range 0-20. They add and subtract to 10 with accuracy. They require further support in ordering the days of the week. At first level most children round whole numbers to the nearest 10 and competently solve two-step problems. They are less confident in ordering fractions. Children at second level enjoy using multiplication and solving simple algebraic equations but are less sure about using fractions and completing word problems. Most children solve money calculations involving the four operations. They compare costs and determine affordability within a given budget.

## Shape, position and movement

- At early level, most children create symmetrical pictures with one line of symmetry and a few children identify two lines of symmetry. They use positional language such as in front, behind, above and below accurately. At first level, most children use mathematical language confidently to describe the properties of a range of common two-dimensional shapes and three-dimensional objects. Almost all children at second level identify right angles. They now need to identify a wider range of angles.

## Information handling

- At early level, most children use their knowledge of colour, shape and size correctly to match and sort. At first level, most children display information in Venn and Carroll diagrams and extract information accurately from bar graphs. At second level, almost all children interpret information and draw relevant conclusions from graphs. Across all stages, children should continue to develop their skills in displaying information, particularly using digital technology.

## Attainment over time

- Senior leaders have robust attainment data in literacy and numeracy for the last five years. They identified gaps in learning in literacy and implemented interventions and new approaches to teaching writing as a result. Senior leaders have a range of data to show the successful impact of literacy interventions for children who require support with learning.



- Senior leaders have robust evidence about the progress and attainment of children whose learning is impacted by socio-economic factors. This includes information about children's increased engagement and motivation to learn as a result of interventions. Senior leaders should ensure they monitor closely how well they are accelerating closing gaps in attainment for these identified learners. This will ensure children make the best possible progress and close gaps in learning.
- Senior leaders rigorously monitor attendance. They are proactive in their approaches to supporting children and families to attend school where attendance is impacting on children's achievement and attainment. They should continue to collaborate with partners to prioritise maximising attendance for identified learners.

### **Overall quality of learners' achievements**

- The school recognises and celebrates children's achievements in and out of school in a variety of ways including displays, assemblies and digital platforms. Children feel proud that their successes are valued and celebrated.
- Children participate in a wide range of groups which support them to develop responsibility and leadership skills. All children have opportunities to engage in a variety of fully funded clubs and sporting activities. Senior leaders have introduced recently tracking to record children's participation in clubs. Senior leaders are planning to use this information to identify children who are at risk of missing out.
- The school has achieved accreditation for work undertaken by children and staff in promoting emotional wellbeing. The emotional wellbeing ambassadors lead daily wellbeing sessions which are helping children to self-regulate, be ready to learn and engage better in learning. This work is having a positive impact on children's learning.

### **Equity for all learners**

- All staff have a sound knowledge of the social and economic contexts of children and families. They take sensitive and effective action to mitigate against barriers children face. This includes reducing costs for children to access the curriculum. Initiatives include recycled uniforms, school lending library and breakfast club. These ensure equity for all children and their families.
- The headteacher consults with parents on Pupil Equity Funding (PEF) priorities and spending. Senior Leaders effectively use a range of data to allocate PEF to support identified groups of children. PEF is focused on the provision of additional staff to improve attainment in literacy and numeracy, wellbeing and attendance. These staff also offer a range of targeted interventions, support and advice to families.



## Other relevant evidence

- The headteacher, supported well by staff, has developed a clear strategic plan for school improvement. The headteacher and senior leaders have a strong focus on improving outcomes for all children. They have prioritised improvements in relationships and nurture to create the right conditions for children to learn and achieve well in Lynburn.
- Children receive 2 hours of high-quality PE each week.
- Children have regular access to the school's library where they can select books to take home to read. Children benefit from this well stocked resource which houses a variety of relevant and stimulating texts.

## Practice worth sharing more widely

### Approaches to supporting positive relationships and behaviour

- All staff share a collective commitment to supporting all children to develop positive relationships and behaviour. Staff have positively engaged in professional learning which has had a significant impact on their understanding of trauma, attachment and wellbeing.
- Staff have created a highly nurturing and inclusive environment which is supporting children to be ready to learn. All staff support all children well to regulate their emotions and understand what affects their emotional wellbeing. All staff consistently apply these approaches to everyday life. As a result, children's wellbeing needs are very well met and positive behaviour and relationships are evident across the school.
- All staff carefully plan and deliver both universal and targeted approaches to meet the needs of all learners. In addition, staff have reviewed approaches to learning and teaching to create consistent and predictable learning experiences for children. These are helping children to feel safe, valued and trusted and are resulting in the creation of a positive environment for children to thrive in.
- Staff have supported children to lead on aspects of wellbeing across the school. This includes children modelling breathing and calming techniques to support others with self-regulation. Children benefit from these responsible and trusting roles.

## 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.