

Summarised inspection findings

St Leonard's Primary School

Fife Council

11 June 2019

Key contextual information

St Leonard's Primary school is a mainstream school serving the area of St Leonard's in central Dunfermline. The school roll is 216 with just over 50% of children living within The Scottish Index of Multiple Deprivation (SIMD) 1-3.

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 a clear vision for the school. She understands the importance of wellbeing as a driver for improvements. She leads by example showing consideration for the wellbeing of all children, their families and staff. She is well supported by the leadership team. The leadership team give good direction and support for leading change across the school. They have established a culture where all staff are confident and able to contribute to school improvement. Improvement priorities are clearly focussed on improving outcomes for children and their families.
- The school's vision, values and aims have been in place for a number of years. They are regularly reviewed by staff, children and their parents. Following each review there has been agreement that the current vision, values and aims remain relevant to, and aspirational for, the work of the school. The vision, values and aims are a prominent visual feature across the school building. Staff model the school's values well. The school's vision, values and aims are highlighted in classes and during school assemblies. As a result children know the importance of the vision, values and aims to them as learners. The school should continue to involve parents and partners fully in reviewing the school's vision, values and aims to ensure they remain relevant. Staff should consider how they could embed these more meaningfully throughout the work of the school by reflecting on these more regularly in class and in their daily interactions with children.
- Interrogation of a range of data supports staff well to identify appropriate improvement priorities. Staff have recognised a need to improve the consistency of the quality of learning and teaching across the school. The introduction of a common framework of standards supports teachers well to ensure children experience more consistently motivating learning and teaching. These standards include a framework for the delivery of each lesson as well as a common language in how children receive and give feedback on their work. Staff have worked collaboratively to develop what skills a good learner at the school will develop. The five skills identified as a 'Leo Learner' are evident throughout the work of the school and children say how these help to understand how they can improve on their learning. The school's work to establish what skills a good learner has could be developed further to be more closely linked to the school's vision, values and aims. This would help children and families having a greater understanding of what teachers aspirations are for them. The school improvement priorities identified in the school improvement plan accurately reflect what the school needs to do to continue to improve.

- All staff engage in relevant professional learning, including up to Masters level qualifications. Working with local authority colleagues is supporting them to improve their approaches to pedagogy. The school's focus on the development of wellbeing is leading to staff having a better understanding of how children's emotions drive their behaviours. As a result staff are now more able to manage children's behaviours and to de-escalate difficult situations. Staff are reflective and welcome opportunities to share their practice with each other. They are keen to learn from each other and seek opportunities to develop their practice in collaboration with colleagues from their cluster. The school should now develop further opportunities for staff to undertake these activities. Staff regularly undertake professional reading and engage in dialogue with colleagues to seek ideas on how they can continue to improve their practice. A recent local authority review supported the school to confirm the relevance of the current improvement priorities. Staff have engaged well with feedback from the review and this is supporting the school's improvement journey.
- Staff have opportunities for leadership which are improving outcomes for children. Recent developments in the school's approaches to nurture is leading to the school being a calmer and more caring learning environment. The school should continue with their plans to develop this further so that practice is more fully embedded across all areas of the school's work. Staff are leading improvements to how children's literacy skills, particularly reading and writing, are being developed across the school. The introduction of approaches such as word of the week and daily writing is leading to children being more confident in writing. Staff lead a range of pupil participation groups which are supporting the school to improve, for example its work in sustainability, developing children's understanding of their rights and of the world of work. The school should develop further distributed leadership across the school so that all staff can contribute more formally to school improvement.
- All staff have a good understanding of the context of the school. They know each child and their families well. They take account of each child's unique set of circumstances when planning learning activities to engage children in their learning. The school has used its Pupil Equity Funding (PEF) to fund a number of approaches to improving children's learning experiences across the school. More than 50% of children attending the school live within SIMD 1-3. The whole school approaches to improving children's learning experiences is appropriate and recognises the level of need across the school in every class.
- All children have opportunities for leadership through their membership on school participation groups. The range of groups includes sustainability, rights respecting and choir. The school should continue with their plans to develop further how these groups provide children with opportunities to evaluate the work of the school and to contribute to school improvement.

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

- The positive and nurturing ethos which permeates learning across the school reflects the school values well. The recent development of an approach to positive thinking promotes the culture of learning in the school. Children have positive, respectful relationships with each other and the adults within the school. They are confident, polite and willing to express their opinions and ideas about learning. In most lessons children engage with their learning and interact well with each other. Most children report that they enjoy learning at school and almost all feel staff encourage them to do their best. In most classes, children are motivated to learn through the real life contexts provided. Across the school children are engaged in a variety of active learning opportunities.
- In the best lessons children experience high quality learning and teaching. Overall learning experiences are variable across the school, with too few opportunities for children to lead their learning. In the majority of lessons, questioning is used effectively to explore children's explanations and strategies. Children respond well to this type of questioning and staff should continue work to develop higher order thinking skills more consistently throughout the school. Teachers should now work together to reach a shared understanding of highly effective learning and teaching, building on their 'Leo Learner' approach.
- Across the school, children are developing their understanding of the language of learning. They understand what they are learning and in the best examples, they are clear about what they need to do to achieve. In the very best lessons observed, these were revisited during the lesson to check understanding and discussed more fully during the plenary. Children would benefit from more opportunities to co-create the criteria for success to help them reflect on and assess their learning. Learning journals are used across the school as a means to record, and share, children's progress. Teachers should now work together to agree a consistent approach to profiling attainment and achievement which focuses on individualised targets and next steps in learning. Building on previous learning is a key feature in almost all lessons.
- In most instances most children work well together in pairs and groups. They participate in a range of learning opportunities and understand the language of learning. The school has developed a five skills approach, Leo Learner, which supports children to understand better the skills which successful learners have. In a few lessons, children demonstrate responsibility for their learning and when given the opportunity can lead their learning within the classroom. In the majority of lessons, tasks and activities are suitably differentiated to better meet children's needs. There is scope for teachers to review their approach to differentiation to ensure the level of pace and challenge meets the needs of all learners. Across the school a consistent approach to giving feedback has been developed for children which is developing very well and as a result, children are gaining confidence in receiving and giving feedback.

- A recent focus week on the world of work has promoted the learning of skills which children may require for their futures. This work now needs to be embedded in a more progressive way across the curriculum and throughout the school year. As teachers work together to develop the curriculum further, they should ensure that all children experience depth of learning as well as the acquisition of skills.
- Children access laptops to develop their keyboard skills and to research information on the internet. The use of digital technology now needs to be developed further to enhance children's learning experiences.
- In the best lessons formative strategies are being used effectively to check children's understanding. There is now scope to revisit a wider range of Assessment is for Learning (AiFL) strategies as a staff, and to fully embed them across the school and in every class. This will support children to further build the skills to effectively reflect on and take increasing ownership of their learning.
- In the best examples, particularly in writing, children benefit from meaningful conversations with an adult about their learning. The school should now continue to develop a more consistent approach to ensuring high quality feedback gives all learners a better understanding of their next steps and how to achieve them. Consideration should also be given to what effective written feedback looks like.
- Tracking against key benchmarks alongside moderation in literacy at regular intervals supports teachers in their judgements of progress and in confirming achievement of a level. The school is currently working on a similar format for numeracy which will further build teachers' confidence. Consideration should be given to developing a programme of more robust key assessments to be used as evidence to support the school's benchmark tracking system. In turn these could be matched with learner's needs.
- Teachers should now develop in-class assessment so that the focus for assessment is more clearly identified at the planning stage.
- Teachers plan for all areas of the curriculum. Fife guidance for planning in literacy and numeracy is used well across the school allowing for consistency in creating appropriate learning pathways. In a few classes, these could be matched to ability groupings rather than whole class, to better meet the needs of all learners. The school's interdisciplinary programme encompasses social subjects, science, technology, creativity, outdoor, international and financial education. The school needs to ensure that this allows for depth and breadth of learning, especially in science. Planning and tracking meetings should now be developed further to include tracking and monitoring of the progress of individuals and groups of children.
- In best practice teachers adapt the pace of a block of learning through the use of daily reflective planning. At the planning stage effectively differentiated tasks best meets children's needs. The introduction of personalised targets in individual education plans (IEPs) would benefit those struggling to engage with learning.
- Across the school, there is evidence of strong working relationships. There have been a few recent opportunities for peer observations as part of planned joint working with the authority's pedagogy team. From this, the school has now identified that there is a need for further development in moderation, both within and beyond the school. This would further support a shared understanding of standards and expectations.
- Teachers across the school track learners' progress in literacy and numeracy. These are reviewed and updated regularly. Teachers are using the national benchmarks as a tool to

predict when a level is expected to be achieved. With the introduction of standardised assessments, there is now scope to widen the sources of evidence available to support teachers' judgements. This will support further improvements in teacher's assessment of how well children are attaining.

2.2 Curriculum: Learning pathways

- See choice QI 2.2

2.7 Partnerships: Impact on learners – parental engagement

- Staff have established positive relationships with parents. The senior management team maintains an open and honest culture of communication. This encourages parents to feel able to approach staff with any concerns they may be having regarding their child's progress. Parents have attended a number of family learning events organised by the school. The parent council is well supported by the local community. The school should continue to develop its plans to improve engagement with parents.
- The school is in the process of reviewing approaches to homework. Staff are consulting with children and parents as to how often, and in what form, homework should be given. The school should ensure this consultation results in children homework activities which offer enjoyment and appropriate levels of challenge. Consideration should be given as to how homework can support the development of family learning.

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

good

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, depute headteacher and all staff have established positive relationships with all children. They show high levels of respect to each and every child and this supports the very trusting and caring relationships across the school. Children know they are valued and cared for. As a result children learn in a caring and supportive environment. All staff work well to establish positive relationships with parents. They take good account of each individual family's circumstances. The headteacher and depute headteacher are highly visible throughout the school and make themselves readily available to parents. This is resulting in parents being comfortable in approaching them and other members of staff with any concerns they may have regarding their child's progress in school.
- Teachers use the wellbeing indicators well to reflect, and report on, children's progress when preparing for reviews for children requiring additional support. The wellbeing indicators are visible across the school and children have an awareness of them. Staff should now use the language of the wellbeing indicators more fully through their daily interactions. This will support children to develop further their understanding of the wellbeing indicators and what actions they can take to improve their own wellbeing.
- Staff have invested significant time and effort in developing a whole school approach to emotional wellbeing. At the heart of this is the school's approach to developing nurture. Staff have undertaken professional learning in developing nurture and a range of other approaches to supporting children's emotional wellbeing. This is leading to children being more able to describe their feelings and how, as a result, they can self-regulate their behaviours. Children having a good understanding of their emotions and feelings and how they can be in more control of these. This is leading to children being calmer and more engaged in their learning. Staff are becoming more skilled in how they support children when they experience difficulties. This is resulting in a reduction in incidents of children becoming distressed and missing out on learning. The nurture hub supports children well for a few targeted children to develop their understanding of how to keep themselves safe. As a result these children are developing a greater understanding of being responsible for themselves, and others.
- The school has a clear overview of the needs of children requiring additional support in each class. This supports staff to have a greater understanding of each child's unique needs. Recently implemented personal management plans, for children requiring additional support, provide teachers with valuable information on strategies on how best they can support each child. Teachers are not yet consistently applying these strategies in all lessons. As a result a few children become distracted in class and are not making best progress in their learning. In the best examples targeted support meets children's needs well. The school should now develop further their approaches to targeted support to ensure all children requiring additional support are engaged more purposefully in their learning and make improved progress.

- Pupil support assistants provide valuable interventions to children requiring additional support in their learning. They are helping children to improve their social skills and to develop their literacy. A range of partners contribute meaningfully to improving children's wellbeing across the school. This includes volunteers who work with a few children to develop their abilities to discuss their emotions and feelings. This is resulting in children developing trusting relationships with these adults and to be able to express themselves in more socially appropriate ways. This is helping children to maintain their placement at the school. Staff worked with partners to develop an approach to improving the attendance for a few children for whom this was an issue. Staff identified potential barriers to children's learning and planned appropriate interventions. This has resulted in improvements in attendance for these children. All partners speak highly of the very positive relationships they have with staff in the school. They feel respected, trusted and appreciate the open and honest approach staff take to their dealing with partners.
- Children experience opportunities to explore issues relating to equalities through school assemblies and lessons in religious and moral education. The school should continue with their plans to develop further the school's curriculum to support children to learn about equalities and inclusion in a more progressive way.
- The school should work with the local authority to ensure children on part-time timetables receive their full entitlement to education.

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

- Overall the majority of children are making satisfactory progress in literacy and numeracy. There is scope to ensure all children make sufficient progress across the wider curriculum. Inspectors spoke with children, reviewed examples of their work, observed their learning in class and analysed the school's attainment data. The inspection team are not confident that the school's attainment data is accurate.

Literacy and English

Listening and Talking

- Overall children's progress in listening and talking is satisfactory. Most children demonstrate the ability to listen during lessons and can offer spoken contributions clearly. Children at the early level give simple responses to questions. They willingly offer their views and opinions. At first level, children can justify their opinion on what they read. At first level, the majority of children respect the contributions of others. At second level, most children can debate and express a range of opinions effectively. Across the levels, a few children have difficulty taking turns when working in groups or with adults. There is now a need for a consistent approach to developing the quality of children's listening and talking through well-planned learning activities.

Reading

- The quality of the majority of children's reading across the school is good. As a result of recent improvements in approaches to the teaching of reading, children are willing readers. At first and second level, most children are enthusiastic about the books they are reading and can identify favourite authors and their style of writing. They read fluently and with expression. The majority of children at the early level are gaining confidence in developing tools for reading. Children at first level decode unknown words by locating and trying familiar letter patterns and blends. Children working towards the end of second level enjoy reading a variety of texts, including fiction and non-fiction. They are becoming more confident in responding to inferential and evaluative questions in class, answering higher order questions on their current reading book. They enjoy creating questions for others to answer. A few children at second level are able to apply a range of reading skills and strategies to read and understand text including skimming, scanning, predicting and summarising. They told inspectors they would prefer more challenging books in class and feel frustrated by the limited number of pages they are asked to read for homework.

Writing

- Across the school, children's writing is good. Recent improvements to the school's approaches to developing children's writing is resulting in children being more motivated in writing. Daily writing is inspiring children through well-planned stimuli. In all classes children produce extended pieces of writing weekly. Teachers have introduced clear guidance for the

standards of presentation of, and in how children can improve, the quality of their writing. Children are confident in talking about these expectations but recognise that they do not always adhere to this guidance. Teachers should now apply this guidance consistently across the school. Children are encouraged to check regularly that their work makes sense.

- The majority of children at first and second levels told us they are now enjoying writing, including at home. Across the school children receive helpful feedback on their work from their peers. Commendably, this places emphasis on being kind, helpful and specific when giving feedback. Children are given clear guidance on what they need to do to improve. In a few classes this guidance is not yet leading to improvement in children's writing. At early level, most children form letters legibly and can create simple sentences, a few are using connectives. At first level, a few children are developing their skills in writing stories of greater length. At second level, a few children use persuasive language well to engage the reader in the text. They make good use of notes to develop their thinking and to create texts. The majority of children are not yet using simple punctuation consistently across all areas of the curriculum.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics. A few are making good progress by the end of second level. There is now a need to focus on developing children's abilities to be able to transfer their numeracy skills into mathematics.

Number, Money, Measure

- The daily focus on mental agility is beginning to impact at most stages across the school. In the very best lessons observed, teachers guided the children to recall and build on previous learning. Children use a variety of strategies to find an answer. They can discuss the purpose of their learning in their daily life and in the world of work.
- At the early level, a minority of children can order and match numbers to 20 with adult help, and a few can do so independently. A few children can attempt simple addition using materials for support.
- As they begin to progress through first level children can talk confidently about number patterns, sequencing and simple addition and subtraction. By the end of first level most children understand place value and written computation. A few demonstrate they can apply their learning to mental problem solving, money, fractions and measure.
- At second level, children can tackle more complex concepts. Children's slow recall of number facts is preventing the majority of them learning at a suitably challenging pace. More opportunities for sharing strategies and significant differentiation will help children to progress at a faster rate. By the end of the second level the majority of children show a level of understanding of place value, time, measure, decimals and fractions. A few can demonstrate application of this learning to real life situations and confidently explain their thinking.

Shape, position and movement

- By P4 most children can discuss the properties of 2D shapes, 3D objects and simple angles. The majority of children in P7 can measure with accuracy. They understand and can use grid references.

Information Handling

- At the early level almost all children show an understanding of sorting by colour, shape and size. They can use appropriate language such as more than, the same as and can order materials accordingly.
- By the end of P7 most children can find information from graphs and charts and are learning to create their own from information given.

Attainment over time

- The school's attainment data shows an improvement over time in both literacy and numeracy from 2016 attainment levels to predictions for 2018-19. This data consisted of teacher professional judgements based on moderation and tracking against identified benchmarks. This data is not yet reliable or robust. From observations of learning, reviewing children's work and speaking to children the inspection team's professional judgement is that children are not progressing in line with the school's expectations.
- Teachers should widen their range of evidence and gather more robust classroom assessment data to further support professional judgements. Increased moderation across the cluster and beyond will add value to these judgements.

Overall quality of learners' achievement

- Teachers value children's personal achievements. Children across the school developed the criteria based on the Leo Learner qualities for children to receive school awards. Children's achievements are celebrated at weekly assemblies. Individuals and groups of children are given opportunities to share wider achievements. There are a few examples of newspaper cuttings and certificates on display. Children are encouraged to include their achievements in their learning journals, which are shared with parents termly. Teachers should now seek to place an increased importance on children's achievements to motivate children to achieve the very best they can. This should include greater emphasis on supporting children to understand better the skills they are acquiring through wider achievements.
- The school organises a residential trip for P7. A range of other activities are offered to those unable to attend. It would be worthwhile to investigate the reasons why uptake is low and to consider options how best the school can include everyone.
- Children support a long-standing charity and time is ring fenced each week to allow every pupil in the school to attend a pupil participation group such as eco, rights respecting or road safety. Children present the work of these groups at assemblies.
- The active schools coordinator and other partners offer a variety of additional opportunities for children to achieve in a range of activities including, for example dance. The school tracks individual children's uptake of groups and clubs. The school should now develop this further to support staff to identify and target those at greatest risk of missing out.

Equity for all learners

- Throughout the school there is a clear focus on providing equity for all children and staff fully understand their role in this. Good use has been made of data to identify those who have potential barriers to learning. This should now be extended to also have a focus on participation. The headteacher and staff are fully committed to improving emotional wellbeing for the most vulnerable children. Additional staffing, funded by PEF, is being deployed appropriately to support individuals and small groups to build the skills necessary to

self-regulate and which allow them to learn more successfully. Consideration should be given to tracking and monitoring progress and gathering evidence to robustly evaluate these targeted interventions. The school should develop further their approaches to tracking and monitoring to support teachers to review how well individual, and groups of, children are progressing.

- In recent years the school's exclusion rate has increased significantly. Since the beginning of session 2018-19 the school has worked well with the local authority to reduce this. The school should continue to seek to reduce the rate of exclusion to minimise disruption to children's learning.

Choice of QI : 2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

- The curriculum rationale is shaped by the shared values of the school. The curriculum framework now needs to include a focus on the school's unique local setting, which will enable children to learn about contexts relevant to the school. Full account should be taken of curriculum design principles with particular reference to depth, challenge, personalisation and choice.
- Appropriate use is made of the experiences and outcomes of Curriculum for Excellence in planning a range of experiences for children. Teachers now need to continue to develop skill and confidence in planning, assessing and evaluating learning across the curriculum. This should be more personalised to better reflect children's individual learning and ensure skills are progressively built upon.
- Teachers make good use of local authority learning pathways for literacy and numeracy. They support teachers well to plan learning that builds upon prior learning in a progressive way, including those who require additional support. Children in the school benefit from a well-planned approach to learning two additional foreign languages – Spanish in P1-P7 and French in P5-7.
- A detailed progression pathway for health and wellbeing is being implemented. Teachers should now work together to incorporate aspects of this work explicitly in meaningful Interdisciplinary contexts for learning.
- Staff are at an early stage of developing the Career Education standards (3-18) and the Developing the Young Workforce agenda. As planned, this work should focus on the skills being developed across the curriculum in the school and nursery. A programme for outdoor learning has been developed for all stages of the school. There now needs to be a focus on providing opportunities for children to apply and extend their literacy and numeracy skills across their learning.
- Teachers should now work together to develop further the planning for learning in science, technology, engineering and mathematics (STEM) through well planned contexts. It will be helpful for them to access the materials on the Education Scotland HUB and to engage local partners in the delivery of this work.
- Transitions are planned to support children onto P1 and as they move across the school. Enhanced transitions are organised for a few children moving onto new classes and onto S1 to minimise anxiety and support them to move on successfully.
- All staff should work together as planned to develop play based learning building on the good practice within the school. It would be helpful to arrange visits to other schools.

Practice worth sharing more widely

The school's approaches to developing emotional wellbeing. The school cohort has changed in recent years and staff recognised a need to develop their approaches to emotional wellbeing. This has included a range of initiatives including developing nurture, a nurture hub, discussions with children around feelings, targeted support from PSAs, volunteers and partners.

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.