# Summarised inspection findings

## Edderton Primary School

The Highland Council

17 September 2019

# Key contextual information

Edderton Primary School is a small school with two classes in the village of Edderton in Easter Ross. The headteacher is also headteacher of the partner school Gledfield Primary School. Due to staffing difficulties in Gledfield the headteacher has had a significant teaching commitment which has impacted on the pace of change.

| 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

■ Overall, most children are engaged in their learning and are motivated to learn. They are active participants in the wider community and are well supported by the residents and businesses in the village. Older children successfully made a presentation to the local community council. As a result of this, they obtained significant funding for a workshop to support the making of their goblin car and new blinds across the school. Relationships between children and adults are good and children report that they feel safe in school.

■ Staff share the learning with parents using an online tool which serves as a good two-way communication forum between the school and parents. In most lessons staff share the purpose of lessons with children to ensure they are clear what they are learning. As a result of the multi-composite classes, older children are confident helping younger children and working in multi-stage groups. Children take responsibility to explain concepts to younger children. Older children have the opportunity to work with their partner school on designing and making a goblin car. Children need many more opportunities like this to enable them to engage in investigative and explorative learning experiences. There is scope for children to be much more involved in leading their own learning. In a few lessons children experience challenge and pace in their learning with little time for off task behaviour. This is not consistent enough across the school.

■ Children feel that they have a voice in the school and can approach a known adult if they have a concern. Children are represented through the pupil council and the Eco Group and have made changes to the playground and playground games. They are given opportunities to have choice within their learning, such as what they want to learn within their topic. The older class were given choices on how to spend and grow their £5 within the enterprise topic. We ask that staff now develop children's voice further and include children much more in evaluating the school and identifying areas for improvement. We suggest that they make use of national guidance such as 'How good is our school' to guide this work.

■ Overall, teachers provide clear instructions in the majority of lessons and use a range of questions to help take learning forward. There is scope to ensure that learning is less resource driven and that maximum use is made of teaching time for all children. Support staff have good relationships with children and support their learning well. Increasing use is made of digital

technology using laptops and tablets to support independence in learning. There has been a recent increase in the hardware available, resulting in staff planning to increase children's skills in digital literacy more fully.

■ Overall, staff plan for learning across most curricular areas using a few progression frameworks. There is a need to ensure up to date progression frameworks are used by staff across all curricular areas. Staff could use these to help monitor the pace of progress through the levels for cohorts of children. There is a plan in place for interdisciplinary learning (IDL) to ensure coverage of experiences and outcomes over time. Staff are aware of the need to review the IDL plan to be responsive to children's interests. A range of summative assessments such as spelling, numeracy and Scottish National Standardised Assessments (SNSA) are used to help inform teacher judgement. A few diagnostic assessments are used for children who have additional support needs. Overall, there is a need to align assessment more to planned learning and teaching.

■ During periods when the headteacher has been unavailable, staff willingly took on responsibility for the smooth running of the school. Now that staffing across the two schools is more stable, staff would benefit from clear direction and support with regard to planning and implementation of learning, teaching and assessment. Staff should be provided with helpful feedback to support the planning of learning and pedagogy within a multi-composite class, in order to ensure continuous improvement. In order to support teacher's judgement of achievement of a level the local authority and the headteacher should increase opportunities for moderation of the standard with other schools within the Associated Schools Group and beyond.

## 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 that need to be addressed as a matter of urgency.

| 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

■ As we are discussing small numbers of children we will confine our discussion to progress rather than numbers attaining a level to protect children's identity. Overall, the majority of children are making satisfactory progress in their learning at the early and first level in literacy and numeracy. A few children are making good progress. Overall, most children working towards the second level are making good progress. A few children are exceeding expectations. A few children are capable of moving through the Curriculum for Excellence levels at a faster pace and cope with more challenge in their learning. There is a need to ensure appropriate interventions are planned for those children not on track or who could achieve more to raise attainment.

**Attainment in English language and literacy**
■ Across the school children demonstrated effective skills in talking and listening in groups thorough co-operative learning. Most children could discuss the skills needed for presentations or in speaking to their whole class.

■ At the early level all children were making good progress in their reading. They were able to use their knowledge of phonics and sight vocabulary to read text. At the first level a majority of children were making satisfactory progress in reading and were able to read fluently appropriate to their age and stage. They could answer literal comprehension questions but struggled to answer more complicated comprehension questions on the text. Children approaching the end of the first level lacked confidence in discussing features of language used by authors. There is a need to inspire children to read more for pleasure across the first level and develop an enthusiasm for reading a wide range of genres and authors. Staff should develop children's understanding of authors' use of language and punctuation using motivating text, rather than solely through exercises in text books.

■ At the early level there is a need to encourage children to write more frequently and to have a go at writing independently. Children approaching the end of the first level wrote for a range of genres and were motivated to write their own books. There is a need to increase the frequency of writing for children across the first level, ensuring consistent high expectations of their writing. Children working at the second level wrote for a variety of purposes and gave each other feedback on their writing. They were clear about their personal targets for writing and how they would improve.

**Attainment in numeracy and mathematics**
■ At the early level children read, write and order numbers appropriate to their age and stage. They can understand and use appropriate mathematical symbols to record answers to simple addition and subtraction. Children would benefit from more work on time. Children working towards the end of the first level were able to work out the answers to times tables to five. They

now need to develop fluency and speed in their answers. Children lacked confidence in carrying out written calculations for the four operations. They showed confidence in working with fractions and could work out simple fractions of a whole number. They were able to do simple addition and subtraction of tens and units mentally. They could recognise a metre and knew how many centimetres in a metre. However, there is a need to develop understanding of weight and volume. Children could identify how many pence in a pound. However, they would benefit from more word problems with money and working out change. Children working towards the end of the second level showed a good understanding of place value using concrete materials to add and subtract decimals. They were able to multiply decimals by ten and by 100. They were confident in working with money and time. They were less confident in working on fractions, decimals and percentages.

- Younger children were able to answer simple questions from a pictogram. Children at the first level lacked confidence in discussing bar graphs and pie charts. Children at the second level were able to recognise a range of graphs and identify appropriate graphs for displaying different types of information. Children across the school had a good understanding of 2D shapes and 3D objects. At the second level, children had a good understanding of different triangles and their properties and could discuss circumference, radius and diameter.

- There is a need for children to develop a further understanding of probability and chance.

## Attainment over time
- The school has a range of historical data on standardised tests, SNSA, in-class assessments and teacher professional judgement. There is considerable scope for the school to pull this information together on individuals to demonstrate and track children's individual attainment over time. This should help identify at the earliest opportunity where interventions are needed to ensure children maintain or increase their progress over time. Staff should engage in much more regular work in school and with other schools to moderate the standard of achieving a level, to ensure increased accuracy of teacher judgement.

## Overall quality of learners' achievement
- At Edderton Primary School, children are benefiting from a wide range of planned activities to develop their wider achievement further. Children develop communication skills and an enterprising attitude through groups such as eco and pupil council. They demonstrate themselves to be responsible citizens by supporting local and national charitable events, such as a 'bake off'. Staff work closely with the community and local organisations to develop children's knowledge and understanding of their local area, for example, the Edderton war memorial website project with Tain and District Museum. Through events, such as the school nativity and Scottish country dancing, children develop skills in creativity and performance. P7 children, and peers from local schools, completed a recent residential experience at Loch Insh which encouraged resilience and teamwork. The school participates in a range of local sporting competitions and tournaments, including basketball, football and Ross-shire cross-country. This supports children to achieve success and build confidence.

- The school community celebrates children's achievements through folders, certificates, peer nominations and assemblies. The headteacher should now put in place a system to track children's achievements to ensure each individual has opportunities for success. A clear tracking system will also help teachers to support children as they identify and discuss the skills they are developing. They could take this opportunity to link skills developed through their wider achievements to the Career Education Standard and help children to recognise skills they are developing for learning, life and work.

**Equity for all learners**

■ Staff know children and their families and understand very well the socio-economic and cultural context of the local community. The school's allocation of Pupil Equity Funding is invested in staffing to support interventions in literacy and numeracy and reduce potential barriers to learning. The school can describe improvements to motivation and engagement in learning as a result of these interventions. Staff are aware of the need to move towards being able to evidence improvements to attainment as a result of interventions in learning. The headteacher and staff discuss regularly the progress of children who face barriers to learning. They use this information to provide appropriate support and challenge for children. There is a need to provide clearer targets for children within an individual educational plan to measure progress for children with additional support needs. Staff recognise the need to identify and assess children earlier, to establish the nature of their additional support needs and develop individual plans to track their progress.

## Other relevant evidence

The headteacher has been class committed in the partner school for some time which has adversely affected the pace of improvement across the school. The headteacher has been limited in the time available to monitor and track the work of the school to help secure attainment and school improvement. There is no principal teacher across the shared headship to take responsibility in the absence of the headteacher.

Parents express concern that they are not informed when the headteacher is absent and need clearer information on who has overall responsibility for the school.

# 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.