

Summarised inspection findings

Timmergreens Primary School

Angus Council

19 June 2018

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- collaborative approaches to self-evaluation
- analysis and evaluation of intelligence and data
- ensuring impact on learners' successes and achievements

- Staff understand that self-evaluation is key to continuous improvement. The school uses a wide range of approaches to ensure that all stakeholders are involved in self-evaluation activities.
- Staff, parents, children and partners are involved in aspects of school improvement and there are arrangements in place to include partners in self-evaluation activities. The school has developed effective arrangements to consult with stakeholders and has begun to evaluate how well changes are impacting on outcomes for all children.
- The senior leadership team is a key strength of the school. Working together, they collect a range of data from a variety of sources and recognise the need to analyse this intelligence to identify areas for effective self-improvement. They present a clear strategic direction to the work of the school. Effective self-evaluation processes are in place and we are confident that, in time, these will have a greater impact on children's experiences and attainment.
- Staff respond well to opportunities to reflect on the work of the school and to make suggestions for school improvement. For example, they recently worked well together to review the school's aims, vision and motto. Staff have been involved in reflection and discussions to identify and, as a result, have a good level of awareness of the school's priorities for improvement. They should now use this information effectively and consistently in their classroom practice to ensure all learners maximise their potential.
- Parents are invited to comment on and review school improvement priorities. They have a good knowledge and understanding of the school's vision, values and aims. These were created through regular and effective collaboration with the whole school community. Parents, partners and children are confident that their views are valued and they welcome the opportunity to help shape the school's improvement. Parents are enthusiastic about the newly introduced electronic app used to communicate information on all aspects of school life including children's learning.
- Staff are at the early stages of seeing the impact from the self-evaluation activities. Across the school, there are some good examples of children evaluating their own learning and they have begun to evaluate the quality of their learning experience. The learning detective group provide written feedback on learning across the school. The senior leadership team should continue to ensure identified improvements are consistently benefiting the children in achieving expected progress across all curriculum areas. Observations and monitoring should continue to focus on pace and progress of learning to ensure raised attainment for every learner.

- Under the leadership of the headteacher, self-evaluation underpins planning for improvement and change. The school improvement priorities have yet to demonstrate impact consistently across the school although there is evidence that these are beginning to have an impact on children's confidence in their approach to learning. For example, most children are gaining confidence in effectively using mathematical language. Staff now need to further develop a shared standard to raise attainment and achievement for all learners. In some classes, shared success criteria is developed by children and this good practice should be extended across the school.
- Professional learning activities are linked to areas identified for improvement through self-evaluation. Staff participate in moderation activities with a local school and as a result make decisions on areas requiring improvement. Staff are eager to take on leadership roles, such as leading development of areas of school improvement. They should continue to look beyond the school to ensure that standards continue to be ambitious enough for all children.
- All staff know the children very well and have a sound knowledge of any potential barriers to learning which may exist. They work with the senior leadership team and support staff to develop interventions to minimise the impact of these barriers. Teachers should continue to develop the work they have begun to challenge the more able learners to realise their potential. The pace of progress in learning for each child should be rigorously tracked. Appropriately differentiated programmes should be put in place in all classrooms to increase pace and challenge for all learners.
- Tracking and monitoring takes account of the well-being indicators and provides detailed individual records, which include Curriculum for Excellence (CfE) levels. Staff should continue to track and monitor achievements to ensure all children have a range of experiences, which allows them to develop a progression in skills.
- Attendance is above the national average and is monitored regularly. There are intervention strategies in place where absences are unauthorised and are at an unacceptable level. There are no exclusions in the current session. We asked the school to continue to monitor children's attendance with a particular focus on children within targeted groups for interventions who may have attendance patterns that are slightly below the national average.

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. At the time of the inspection, there were no identified areas for development.

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

- Across the school, most children make good progress from prior levels of attainment in literacy and numeracy. Through moderation activities and professional learning, the school's professional judgement data is becoming increasingly more reliable. At the time of the inspection there was variability in the reliability of data. Focus groups of children, sampled work, classroom observations and tracking data show that there is room for improving children's attainment further. This session, there is clear evidence that the planned actions arising from the identified gaps in attainment impact positively on children's progress. The school is aware of the need to improve the pace of progress for the majority of children and evidence added value from the varied and interesting contexts and universal support that supports learning.
- The headteacher and depute headteacher meet regularly with staff to discuss children's progress. The moderation activities have increased staff confidence in tracking children's progress. As a result of these processes the school is well placed to continue to improve the reliability of assessment data. In doing so, there is a need to ensure that staff take account of the wide range of assessment information more effectively to make an accurate and holistic assessment of children. Standardised assessment data in literacy and numeracy shows that there is room for improvement within these measures for the majority of children at first and second level.

Reading

- Across the school, there are a number of motivating contexts that encourage children to read for enjoyment and most children have an interest in books. Reading buddies work across stages to motivate and engage each other in reading. The well-resourced library enables children to access a wide range of texts. The majority of children read fluently and they can name a few authors. The school uses data well to implement interventions to improve children's fluency and comprehension. As a result, children's attainment in reading comprehension is improving. All children access a range of relevant reading materials across areas of the curriculum. At the early level, most children make good progress developing their skills in phonics. They can recognise unfamiliar words and alliterations. They know rhymes well and can predict the outcome of imaginative stories. At first level, children make simple notes from relevant information in books. They accurately identify different types of texts and the majority read aloud with expression. At second level, most children make relevant comments about characterisation and setting; they can skim and scan for relevant information. They recognise how authors use language and ideas for a purpose. Next steps in reading include the need for improved fluency and comprehension. In addition, ensure that all children are skilled in understanding, analysing and evaluating texts.

Writing

- Overall, children make good progress in writing. At second level, most children write across a range of genres. They understand authors' techniques including alliteration, rhetorical question, puns and metaphors. Relevant contexts such as World War Two topics or persuading the headteacher to allow them to visit the cinema to see the screening of a book that they are reading motivate children to learn. They have a good understanding of their strengths as learners and self-evaluate their progress on an on-going basis. At first level, children extract information accurately from non-fiction texts. They create information cards to share their knowledge. An appropriate range of strategies is applied when spelling familiar words. At early level, most children can describe their likes and dislikes about a story. They explore writing through a range of real life contexts. Most use common words well to create simple sentences and understand that writing conveys meaning. The school is aware that older children can recognise author's techniques but do not apply their knowledge of these consistently well in their own written texts. In addition, there is a need to ensure that assessment evidence shows children's progress over time and that all children make very good progress in their learning.

Listening and talking

- Across the school, children make good progress in listening and talking. Recent focus on listening and talking led to accelerated progress and most children at early, first and second levels can express their preferences well. They are beginning to respond more accurately to inferential questioning. They listen well and, in group tasks, are skilled at responding to each other's point of view in a respectful and courteous way. At second level, children talk well about their learning using rubrics that they created themselves from reviewing the literacy experiences and outcomes from early to second level.
- The school analysed data to identify the socio-economic related attainment gap. Targeted groups are identified and benefit from focused literacy interventions. Data in pre and post intervention assessments show that the additional resources, visible learning, focused and precision teaching are improving. We asked the school to continue to monitor closely the attendance of children within the target groups. In addition, continue to review the universal support delivered by classroom teachers to close the socio-economic related attainment gap. Interventions are delivered in isolation from embedded quality assurance measures of achieving a level such as the benchmarks.
- Children enjoy learning to speak French and, by the end of second level, they know colours and numbers and can participate in simple conversations.

Numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics. Children in the middle and upper stages are able to talk about examples of how their numerical and mathematical knowledge and skills are relevant to life beyond the classroom and how they may be useful to them in some chosen future careers.
- Data shared by the school shows that, by the end of P1, P4 and P7, most children will achieve appropriate CfE levels and a few will exceed these. Children working within first level are predicted to perform less well than those working within early and second level. As a result, at the end of second level, children are capable of making better progress. Inspection activities, including class observations show many important strengths in the teaching of numeracy and mathematics, however the pace of learning for a minority of children is too slow. Information provided by the school shows an inconsistent picture in data over time of children's progress

in numeracy and mathematics with variations in performance at all levels year on year. The school is aware of this and correctly plans to focus on numeracy as an area for development next session. Staff should continue to work with other schools to continue to improve understanding of conceptual development in number and to moderate practice and develop confidence in teacher professional judgements.

Number, money and measure

- Children in P1 can count with confidence and are developing a range of strategies to work within simple addition and subtraction. They can link daily routines and events to time sequences and can use appropriate language when discussing time. By the end of the first level, children have a good grasp of their number work, however they would welcome more opportunities to practise their times tables and fractions. Children also demonstrate a good understanding of money, measurement and time and can explain how this relates to the world of work. Children working towards second level have a good understanding of number, measurement and time. They have been learning about budgeting and can calculate exchange rates for converting foreign currency. Overall, children across the school enjoy using their knowledge of number to solve problems and would benefit from more frequent opportunities to do this. In addition, children need to further develop their skills in mental mathematics.

Shape, position and movement

- Overall, evidence related to shape, position and movement was less strong in first and second level than in other organisers. Children in the early stages can identify common 2D shapes and 3D objects. By the end of first level, children can create symmetrical patterns and shapes. Children working towards second level are able to identify different types of angles and understand the link between compass points and angles. In the middle and upper stages, children would benefit from more opportunities to learn about the use of grid references, maps and plans through practical activities and the use of technology.

Information handling

- Across the early and first level, children demonstrate very good knowledge of information handling. Children in P1 are able to apply their counting skills to ask and answer questions about the kinds of fruit they prefer to eat. They can use tally marks to collect and analyse data. Children moving through first level are able to demonstrate very good understanding of different ways of displaying data, including the use of bar graphs and Venn diagrams. They understand how to label diagrams including title and axes of graphs, and can talk about some jobs which use the skills of data handling. Children at P4 apply their knowledge of data handling in their farming topic by creating tables about the types of food that are produced in Scotland. Children working towards second level are also able to demonstrate good knowledge about information handling. They would now benefit from learning about more complex ways to display data gathered, such as using pie charts and spread sheets. Children working across the second level would benefit from more opportunities to learn about chance and uncertainty.

Achievement

- Children have a range of opportunities for wider achievement at Timmergreens, which is helping them to develop a range of useful skills and attributes. The school is rightfully proud of its Sport Scotland Gold Award in recognition of the range of sporting activities it offers for children such as curling, basketball and dance. These opportunities, supported by a range of partners, are highly valued by children and their parents. Children also represent the school competitively in local and national sporting and academic competitions which develop their

confidence. For example, P7 pupils last year won a national award for creating a stop frame animation film 'Tim and Sky's Adventure'. The school's partnership with Hospitalfield, a local Historic Artists' House provides valuable opportunities for children to develop their creativity skills. Staff endeavour to share these opportunities with as many of the children as possible.

- The recent introduction of Timmergreens Together Time (TTT) groups provides valuable opportunities for children to exercise responsibility and develop leadership skills. For example, the Wellbeing Warriors have been learning about yoga and plan to share their relaxation techniques with others. The Learning Detectives do learning walks around the school, which is developing their confidence as they feed back to teachers about the learning environment. Pupil-led conferences are also a new initiative this session to encourage children to be able to talk about their learning with parents, developing life skills such as communication and self-reflection.
- Staff track children's participation in wider achievement and provide targeted opportunities for children and their families who have not yet engaged in any activities. Achievement is celebrated in a range of ways such as at assemblies and through the technology app points, which are linked to the school vision. The school should continue to build on its very good work in relation to wider achievement and its approaches to developing children's voice. In line with its plans to develop careers education, staff should now support children to be able to understand the skills they are developing as a result of their participation in wider achievement and how this relates to learning, life and work.

Attainment over time

- At the time of the inspection, the school was able to show data for literacy and numeracy for the past two years. In June 2017, the school's data shows attainment levels, as evidenced by standardised assessment and professional judgements, are good. Results are good for P1 and P4 in writing, listening and talking, and satisfactory for reading. In P7, attainment is good in reading, writing and numeracy, and very good in listening and talking. The inspection team and school agreed that assessment information is becoming increasingly reliable. Predictions show that overall most children at early, first and second level will attain minimum levels. However, within levels, there is room for improvement in deepening children's learning.

Equity for all learners

- Analyses of data identified the need for the school to plan and implement literacy interventions to close the attainment gap related to the socio-economic context. Staff know children very well and the target group was accurately identified taking account of the school's knowledge of individual children and families' circumstances as well as national indicators such as Scottish Index of Multiple Deprivation (SIMD) and Free Meal Entitlement (FME). Data shows that the target group of children make better progress within the pre- and post-test measures. There is a need now to ensure increased coherence with the targeted support and universal support that children receive within core learning and teaching. In addition, there is a need to ensure that all interventions are taken into consideration when supporting the identified children to make better progress in their learning. The school is well placed to use the data gathered through assessing the short-term outcomes from interventions towards planning long-term improvement through National Improvement Framework measures.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.