

Summarised inspection findings

St Luke's Primary School

Midlothian Council

SEED No: 5544327

12 December 2017

Key contextual information

St .Luke's is a denominational primary school on a shared campus. The school roll is 184. The present headteacher has been in post for four years. During this time there have been many staff changes.

1.1 Self-evaluation for self-improvement

satisfactory

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 emphasizes 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
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- The headteacher has a vision for the school and regularly undertakes self- evaluation activities in order to plan ways to take forward the children's learning. Senior management undertake a monitoring programme through planned classroom visits and tracking discussions with teachers. Staff receive feedback on these monitoring activities. There is scope for the school to use this feedback to plan next steps in the children's learning in a more rigorous and systematic manner.
 - Staff willingly engage in professional learning that will support their work to achieve school priorities. Their attendance at authority led training on Visible Learning has begun to impact on the children's understanding of the language of learning. Staff should now increase the opportunities that children have to apply visible learning strategies to their own learning.
 - Parents and carers are informed of new and proposed developments and are invited to comment on these. A significant number of parents would like more communication on their children's learning.
 - In a few classes children are beginning to evaluate aspects of their own learning. A significant number of children do not think their views or opinions are listened to or acted upon. The school should continue its clear plans to increase children's voice in school. The school should reinforce the value of their children's contribution through assemblies, class discussions and joint planning of next steps in learning thus enabling children to develop confidence in evaluating school activities and in identifying improvement priorities. The school should continue to develop robust systems to ensure self- evaluation is used to plan next steps in learning to increase pace and progress and raise attainment.
 - The school leadership team have provided training in a new physical programme for classroom support staff who provide targeted support to most vulnerable children . The school's tracking has identified a positive impact on the skills of the children in this group.

- Data from self-evaluation and standardised assessments is used to identify gaps in learning and plan areas for development. Staff are beginning to develop skills in data analysis which will help them to plan more effective interventions where required to improve children's learning and raise attainment. Areas for development in professional learning have been identified. Support and professional learning opportunities have been put in place to meet these development needs. The school should evaluate and track the impact of this professional development on improvement priorities to ensure consistency of learning and teaching across the school and to raise attainment.
- Staff have participated in joint professional development in moderation of writing with colleagues across the cluster. They appreciate this opportunity for collaborative learning and benefit from this shared learning which is beginning to have an impact on their knowledge of national benchmarks.
- Senior staff have worked in partnership with the school's campus partner to plan a joint improvement programme directly linked to the context of both schools. Staff should continue to maximise opportunities for this shared learning across other curriculum areas in order to increase staff confidence in assessment and to ensure consistent approaches to self-evaluation across the school.
- Children's involvement in evaluating their own learning is limited and is not yet a regular feature of the school's self-evaluation process. The senior management team are aware of the need to increase children's voice in school activities and have developed a strategic plan which encourages children to be involved in planning and evaluating their own learning.
- The school has introduced behaviour management strategies to minimise disruption to learning and teaching. Learning assistants have an important role in this area. A significant number of parents are concerned about their children's safety and would like more communication from the school on how this is being managed. Many members of the school community believe that a number of the children do not behave well and do not show respect to each other or to adults. The school needs to build on its behaviour management programme and give much more collective consideration to how it supports better behaviour in relation to school ethos, inclusion, nurture and raising expectations.
- The school has received Pupil Equity Funding and has contributed to a locality plan to address identified gaps in children's learning. It will focus action on improving attendance, engaging parents and families and raising attainment in literacy. The school should monitor and track the impact of this initiative to evaluate the effectiveness of these interventions and help plan further improvements.

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.

3.2 Raising attainment and achievement

weak

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

- The school's data indicates that, overall, the majority of children across the school are making satisfactory progress in their learning in literacy and numeracy at the early and first Curriculum for Excellence levels. Overall at the second level less than half of children are making satisfactory progress in their learning in literacy and numeracy.
- Although the school is making use of extensive data from standardised assessments in literacy and numeracy, attainment data for Curriculum for Excellence levels is not yet underpinned by valid or reliable assessment practices or moderation of standards. Staff need to develop effective moderation processes to ensure that attainment data is reliable and robust. Overall there is a need to use data about progress and attainment more effectively to plan next steps in learning in order to raise attainment for all children. There needs to be a shared understanding at whole school level about expectations regarding the progress of cohorts or groups of children to ensure that interventions are leading to improvements in attainment.

Attainment in literacy

- The school's own figures show that children's achievement in literacy is varied across the school.
- **Listening and talking:** In P1, most children show a clear ability to listen well to adults and then to undertake tasks. Primary 4 children talk about how to use a glossary to discover the meaning of new words. In some classes children work collaboratively, sharing ideas and listening to others. The school should now provide children with opportunities to develop listening and talking skills in a more progressive way across the curriculum.
- **Reading:** In most classes, children are encouraged to read fluently and are provided with a selection of reading materials. There is scope to expand the range of available texts to provide challenge for more able readers and encourage children to self-select books. Children are developing comprehension skills supported by classroom assistants where required.
- **Writing:** Children are developing skills in planning and writing for a range of purposes. The majority of children are making satisfactory progress in spelling and sentence construction..
- Staff should encourage children to become aware of what they are learning in writing through clear learning intentions . More focussed individual feedback will assist children

to understand how well their writing skills are developing and what they need to do to improve. Children should be given opportunities to peer and self-assess which will help them understand the writing skill being developed.

Attainment in numeracy and mathematics

- Overall children's progress in achieving Curriculum for Excellence levels across the school is inconsistent. Not enough children are making satisfactory progress in their learning in numeracy and mathematics across the school.

Number, money and measurement

- Most children in P1 can add and subtract up to 10, tell the time on an analogue image and recognise coins. They can estimate the length of small, everyday objects and recognise a half of simple 2D shapes. The majority of children in P4 can add and subtract with three-digit numbers. They are reasonably sound in their knowledge of 2, 5, and 10 times tables and are currently working with 6 and 7 times tables. They can estimate the size and measure everyday objects. Around half of children in P7 can conduct basic number operations with up to 4-digit numbers and can devise a simple budget. Through an enterprise project children in P7 have been responsible for raising funds in order to support learning trips. They can add and subtract decimal numbers and calculate simple metric measurements of size and weight. Overall a significant number of children are not confident in using number across the school.

Shape, position and movement and Information handling

- Across the school children are developing a basic understanding of shape, position and movement and information handling appropriate to the level at which they are working. As a result of analysis of children's progress in learning last year teachers identified that insufficient attention was being paid to how children learn progressively in relation to these numeracy organisers. They acknowledge the need to review their approaches to planning learning in numeracy and mathematics to ensure that children have appropriate opportunities to develop the necessary breadth, challenge and application in this area.

Attainment over time

- While teachers' judgements around achieving a level in literacy and numeracy are increasingly taking account of the latest national advice they acknowledge that moderation of standards in literacy and numeracy is variable. More effective moderation is needed for them to agree and share a clearer understanding of expected national standards.
- The school is currently tracking the progress of individual children, including those residing in areas designated as 1 and 2 by the Scottish Index of Multiple Deprivation (SIMD). However, it is not yet collating information in relation to the attainment of different groups of learners e.g. Looked After Children (LAC), those with Additional Support Needs (ASN), those with English as an additional language (EAL).

Overall quality of learners' achievement

- The school offers opportunities for children to achieve more widely in relation to the four capacities of Curriculum for Excellence. These include a number of Active Schools clubs in sport and dance and also outdoor learning, music and film. Children are encouraged to celebrate their successes in achievements regularly through assembly and using the 'Celebrating success' and 'Star of the week' notice boards. The school has engaged children through vertical groups in developing 'visible learning'. This is developing children's understanding of concepts such as perseverance, co-operation and resilience.

The work on visible learning is supporting children across the school to develop their confidence. It is also enabling children to start to engage in more meaningful dialogue with teachers and peers about their learning.

- The senior leadership team is aware of the need to monitor children's involvement in wider activities in order to better plan experiences which will extend and develop their skills and capacities. They have plans to do this during next session and also plan to develop a skills for work framework. They should continue with this work in order to better plan, inform and evaluate the progress children are making in developing skills .

Equity for all learners

- The school motto, "We believe, we achieve" is recognised by children across the school. Senior leaders ensure that all children across the school are able to access all of the learning experiences which are offered. They acknowledge that more needs to be done to ensure that all staff across the school have appropriately high expectations of what all children can achieve.
- The senior leadership team has recently analysed attainment data information about the local community and engaged with parents and partners to plan where the Pupil Equity Fund can support improved attainment. These plans are focused on ensuring children's attendance and raising standards in literacy.

Strengths of the school

The inspection team found the following strengths in the school's work:

- The headteacher, has a clear vision for the school. Supported by the Acting DHT, she is developing systems to gather and analyse information on the work of the school. She knows children and their families well.
- In partnership with other cluster schools she has produced a plan for next session to direct Pupil Equity Funding to reduce barriers to learning and raise attainment
- The support given by learning assistants to help raise the attainment of the most vulnerable children.
- The school's partnership working with its campus partner to plan a joint improvement programme directly linked to the context of both schools.

The following areas for improvement were identified by inspectors:

- Staff should increase the opportunities for children to be actively involved in planning and assessing their own learning to increase their understanding of the purpose of learning.
- Staff should work collaboratively to realise the whole school vision of raising attainment in a learning environment where staff and pupils have high expectations of themselves and each other.

What happens following the end of the inspection?

We are not at present confident from our short visit that the school has effective arrangements for ensuring continuing improvement in the quality of education for all learners. We will return within one year of the published report to explore this further. After the return inspection we will report our findings to you.

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.

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