

# Summarised inspection findings

**Clovenstone Primary School**

The City of Edinburgh Council

25 April 2023

## Key contextual information

Clovenstone Primary School was built in 1975 to serve the community of Wester Hailes, Edinburgh. The school roll is 215 arranged over 10 classes. It also has a nursery class. The school serves a diverse community and 35% of children have English as an additional language. 76% of children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2.

Over the past few years there has been turnover of staff, including within the senior leadership team. The acting headteacher has been in post since October 2021.

During the COVID-19 pandemic, children's engagement with remote learning was low.

### 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

- Staff have maintained a strong focus on providing a nurturing and inclusive ethos to support the school's recovery from the COVID-19 pandemic. They use 'The Clovenstone Code' well to help instill consistent expectations about being kind, safe and proud. Across the school, there are very positive relationships between adults and children. Children and staff treat one another with respect. Staff show care and consideration towards children, reflecting on children's individual needs when providing support. As a result, most children enjoy learning at school and know who they can approach if they need support.
- Most children participate well during learning activities in almost all lessons. Teachers plan regular opportunities for children to talk about their learning. Most children listen well to adults and peers during class discussions and are confident when contributing to whole-class lessons. In a few lessons, children do not always engage as diligently when working in pairs or larger groups without adult direction. Across the school, children demonstrate increasing resilience when learning new skills and concepts, making good choices when selecting resources to help them learn.
- Senior leaders and teachers have developed a clear learning and teaching policy. This supports teachers to talk regularly about the key components of an effective lesson. As a result, there is a consistent approach to lesson planning across the school. Teachers provide clear explanations at the beginning of lessons, which helps children understand the purpose of each learning experience. In most lessons, teachers help children to build upon prior learning. As children move through the school, they become increasingly skilled at knowing what they need to do to be successful. Teachers' consistent approach to introducing new learning supports children to talk about the skills they are developing. Almost all teachers use questioning effectively to review prior learning and check children's understanding of new concepts. A few teachers use questioning skillfully to help children clarify and extend their thinking. This helps increase children's engagement in their learning.

- Learning assistants are sensitive to the learning and wellbeing needs of children, providing individualised support where appropriate. They benefit from professional learning that supports them to deliver interventions well. Learning assistants value the support and modelling provided by senior leaders when implementing new strategies. Senior leaders should review the deployment of learning assistants more regularly to ensure that best use is made of their time.
- Most teachers provide children with succinct and clear written feedback on their progress in writing. Teachers should now extend this approach to provide feedback across other curricular areas. Children are encouraged to use peer and self-assessment during class activities and in written work. Teachers work with children to review how successful they are and help them identify their next steps. This is helping to develop children's understanding of themselves as a learner.
- Children from P3 to P7 benefit from access to an individual digital device and use this confidently for a range of purposes. Teachers select carefully how to use digital tools to enhance learning and teaching. In a few lessons, teachers use individual devices very skillfully to gather information about children's understanding of new concepts and provide timely feedback.
- At early level, staff are at the early stages of developing their understanding of play pedagogy. They have reviewed the play environment to provide a range of open-ended activities for children. Staff would benefit from professional learning using national practice guidance to develop further their approach to play and strengthen their interactions with children. This will help staff plan experiences that allow children to deepen and extend their learning through a range of play activities. Staff should also review the balance of teacher-directed activities and free play, to ensure children are supported well to make the expected progress in literacy and numeracy.
- Work is underway to improve the quality of the school library to encourage and support children to read. The pupil-led equity group have reviewed the books in the school and class libraries. As a result, books reflecting the ethnic diversity within the school community have been added. Grant funding has been secured to improve further the library environment and reading materials.
- Teachers use an annual assessment calendar that provides a consistent approach to gathering evidence of children's progress across the school. This is beginning to support teachers to use a wider range of summative and formative assessment information. Across all stages, there are children who require more challenge in their learning. Senior leaders should continue to support teachers to analyse and use the information gathered as a result of assessments more effectively. This should strengthen planning for next steps in learning and ensure an appropriate pace of learning for all children.
- Teachers use a mix of school and local authority curriculum pathways to inform their planning. They are improving their knowledge and application of Curriculum for Excellence (CfE) experiences and outcomes and National Benchmarks. Teachers use these to inform their planning of learning and assessment opportunities. As planned, senior leaders should support teachers to streamline planning and ensure the provision of appropriate breadth and challenge across all areas of the curriculum.
- This session, teachers have engaged in the moderation of numeracy with schools within their learning community. They engage in termly discussions with senior leaders about the progress children are making. Teachers would benefit from more regular opportunities to engage in

moderation activities to develop further their understanding of national expectations about achievement of CfE levels.

- Staff involve children who experience barriers to learning, and their parents, in the development and review of individualised support plans. These plans identify children's strengths and note both long and short term targets for literacy, numeracy and health and wellbeing. Senior leaders should support staff to review and track the impact of planned interventions more effectively. This approach should inform and strengthen further the planning of universal and targeted support provision.

## 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

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

### Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is satisfactory. The majority of children are making satisfactory progress from prior levels of attainment. At all stages across the school, there are children with gaps in their learning. In most cases, these can be attributed to the impact of the pandemic.
- Senior leaders recognise that teachers' professional judgements are not yet sufficiently robust. As planned, they should extend opportunities for teachers to participate in moderation activities to develop further a shared understanding of achievement of CfE levels.

### Attainment in literacy and English

- Overall attainment in literacy and English is satisfactory.

### Listening and talking

- At early level, the majority of children are improving their concentration when listening to the teacher to follow instructions. At first level, the majority of children take turns and contribute ideas and opinions in group and class discussions. At second level, most children are articulate when sharing their views and listen well to the contributions of others. Children become increasingly skilled at building on the ideas of others in group and class discussions as they move through the school. Children are not yet able to discuss the skills they would use when involved in activities such as presentations and debates. They do not consistently demonstrate the behaviours associated with good listening and talking when working in groups and pairs.

### Reading

- At early level, the majority of children, with support, blend single sounds to read simple words. They do not have fast recall of single sounds or have a sound understanding of rhyme. At first level, the majority of children read aloud fluently and use their knowledge of sounds to read unfamiliar words. At second level, the majority of children read aloud with increasing expression and identify the key features of different genres. Children are not as confident when answering inferential questions to support their understanding of texts. Children across both first and second levels need to develop further their skills in taking notes and using these to create new texts.

### Writing

- At early level, the majority of children are learning to form letters correctly and are beginning to use them to write simple words. They are at the early stages of writing simple sentences independently. At first level, around half of children write sentences using basic punctuation with increasing accuracy. They are beginning to include subject specific vocabulary to improve their writing. At second level, half of children use an increasing range of punctuation and

sentence length to engage the reader. At all stages, children need to write more regularly for an increasing range of purposes.

### **Numeracy and mathematics**

- Overall, children are making satisfactory progress in numeracy and mathematics. Across the school, children would benefit from more frequent opportunities to apply their learning in numeracy and mathematics in real-life contexts.

### **Number, money and measure**

- Children working within early level can recall the number sequence forwards within the range 0–30, from any given number. They are less confident when adding and subtracting mentally within 10 and need support to solve simple missing number problems. Children at first level count in 10s and 100s. They need support to develop their understanding of fractions and money. At second level, the majority of children can round decimal fractions to the nearest whole number. They use their understanding of the four key numeric operations to solve word problems. They are less confident in using their knowledge of fractions, decimals and percentages to solve problems.

### **Shape, position and movement**

- Children working within early level understand the language of position and direction, including in front, behind, left and right. At first level, children are developing their knowledge and use of compass points, north, south, east and west. At second level, the majority of children use mathematical language accurately to describe and classify a range of angles within shapes. Across the school, children recognise and name an increasing range of two-dimensional shapes and three-dimensional objects. They now need to use appropriate vocabulary to describe the features and properties of these shapes and objects.

### **Information handling**

- Across the school, children in a minority of classes have not yet engaged in planned learning of information handling this school year. Teachers should plan this learning on a more regular basis across the school year.

### **Attainment over time**

- Senior leaders have rightly identified the need to improve their approach to tracking children's progress as they move through the school. The progress of individual children, and the impact of targeted interventions, is not yet clearly identified. Senior leaders should develop a more consistent approach to tracking. This will support staff to review progress more timeously, identify gaps in learning, and adjust programmes and the pace of learning accordingly.
- Overall, attainment has not yet returned to pre-pandemic levels. This can largely be attributed to levels of learner engagement during periods of remote learning and the impact of the pandemic on children's wellbeing. Predicted levels of attainment indicate that a significant number of children across most stages will require sustained support to ensure a return to pre-pandemic levels of attainment.

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

- Staff celebrate the achievements of all pupils. Children strive to gain pin badges reflecting the three elements of The Clovenstone Code. Staff plan a range of opportunities for wider achievement as part of the curriculum. This ensures that all children can participate. Almost all children in P7 attend a residential experience. They speak proudly of the challenges they faced, and the confidence they gained, through their participation in a range of outdoor experiences. Activities provided by partners, such as rugby and music lead to further

opportunities outwith school. Most children feel that the school offers a range of activities beyond the school day.

- Leadership opportunities, such as house captains and active leaders, enable children to contribute to the life of the school. There is potential to develop further leadership opportunities for children across the school.
- Staff track children's participation in sports activities. Staff should strengthen their approach to tracking and monitoring participation in activities to identify children at risk of missing out. In addition, tracking should identify the range of skills and attributes children gain through the activities provided.

### **Equity for all learners**

- Senior leaders and staff know the children and their families very well. They implement a range of effective measures to support children's wellbeing, attendance and engagement. Staff work with families and partners successfully to put well-considered support in place to help bring about greater equity. Staff access a range of funding to promote equity of opportunity for children and families. The 'Clovenstone Kitchen' provides a significant number of families with weekly healthy recipes, ingredients and cook along videos. This promotes family engagement, healthy eating and the opportunity for children to develop literacy and numeracy skills at home.
- Senior leaders and staff understand the current cost of living crisis and its impact on the local community. They aim for a no cost school day and make sure that all children have resources needed to access the full range of learning experiences.
- Senior leaders and staff use Pupil Equity Funding (PEF) allocation appropriately. This is targeted to support improvements in attainment in literacy, numeracy, health and wellbeing, and to increase parental engagement in learning. Additional staffing is supporting improvement in children's levels of engagement and their ability to regulate their emotions and manage relationships. Improved tracking systems will support staff to identify and address more effectively any gaps in learning arising from children's socio-economic background.



## Other relevant evidence

- The school submitted self-evaluation information related to compliance with the Nutritional Regulations and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007(the Act). Health and Nutrition Inspectors discussed this information with relevant staff and children. In addition, inspectors discussed the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school catering service.
- Most classes are not in receipt of two hours of high-quality physical education each week.

## 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.