

# Summarised inspection findings

**Glendinning Terrace Primary School**

Scottish Borders Council

24 January 2023

## Key contextual information

Glendinning Terrace Primary School is situated in Galashiels. The headteacher took up post in 2019, having been the acting headteacher in 2018. The headteacher has a shared headship with Balmoral Primary School. The school roll is 86 with 13 children who attend the nursery on a full-time basis during term time. There are three composite classes. Children's attendance at the school is in line with the national average. There have been no exclusions in recent years. COVID-19 has had an impact on children's attainment and progress.

### 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, children are welcoming of visitors. The majority are motivated, confident and engage well in their learning. They enjoy working with peers and sharing feedback on how well each other is doing. In a few lessons where children learn best, they are challenged suitably and understand the relevance and purpose of what they are doing. For example, a few of the older children commented that their learning in reading was helping them to make better progress. Teachers need to ensure that children are engaged fully when the class is together for whole class lessons. On these occasions, a few children need more varied and challenging activities which maintains their interests and ensures progress.
- Children enjoy sharing learning in various ways, including through digital technologies. They like taking responsibility for their learning, including when working in teams. They are keen to share experiences of this, for example as junior road safety officers, playground leaders or house captains. Most respect each other, work well together and help when needed. They enjoy making choices and would like more involvement in making decisions about learning in ways which excite them, including when outdoors. A minority of children feel they can make choices about their learning. Parents would like to be more involved in children's learning, including being able to support them more at home. Staff recognise that this is an area which they need to continue to improve.
- Children's learning, which takes place both in and out of school, is recognised in classes, at assemblies and through some displays for example 'Flags of Fame' or 'Oscars.' Children are learning how to plan and organise through contributing to various events including 'Bake Days' and the successful and well attended Halloween Party. Children are becoming more aware of their rights through work related to the United Nations Convention on the Rights of the Child. Staff should now take forward their plans for involving children in more activities where they can learn through real life contexts linked to life and work.
- Overall, teachers provide appropriate resources for helping children to learn. In most lessons, teachers give clear explanations and instructions. At all stages, almost all children are attentive initially during periods of teaching. A minority of children do not sustain interest when

teachers speak for too long and do not concentrate well. In lessons, teachers need to involve children in more active ways to help address this. Teachers use questioning to check children's understanding. Children respond well when required to answer direct questions and are articulate and confident. Teachers now need to develop their questioning more to help extend children's learning. In a few lessons where practice is better, teachers give children helpful feedback on their strengths and areas to improve. Their lessons encourage children to be inquisitive and independent.

- Staff are developing their learning environments for example in looking at how play can be used to enhance learning. Staff recognised that they need to develop these further to ensure that they can use resources in the best way to help support their interactions with children. They are creating a library area to help children across the school develop skills in reading. Teachers should now continue with their plans in these areas to help them deliver further creative and exciting learning opportunities for children.
- Teachers' planned follow-up activities are not always appropriate in meeting children's needs. At times, children do not understand the task sheet or are unable to read instructions. Tasks are sometimes unsuited to the range of children's needs. In numeracy at all stages, children show their capacity to focus and engage when activities are interesting and challenging. For example, children respond enthusiastically to P3 to P5 class challenges which conclude numeracy lessons. At other times and in different aspects of their learning, children lose interest when activities lack sufficient pace and challenge. To help address this, teachers need to set clearer expectations of how much work they expect children to cover in specific periods of time.
- Most teachers use digital technologies well to motivate children. Staff have been working hard to improve their approaches to teaching reading and are having success. Their focused work on improving the library is motivating children. Staff also access a professional library which is supporting their work. Support staff work very well with individuals and groups of children in ways which are having a positive impact, for example in reading and writing.
- Teachers observe and assess children's responses to help check learners' progress. They look at how they can provide more support when they identify any gaps in children's learning. Classroom assistants (ANAs) provide often skilled contributions. To help children's learning further, staff need to continue to be aware of and take appropriate action when children have difficulties with tasks.
- Teachers continue to refine the accuracy of their assessment judgements through professional learning in sharing standards and to help them identify areas for improving children's outcomes. This approach could be used to inform improvements in the numeracy and mathematics programme and pathway to ensure that children make progress across all aspects. Staff understand the need to continue to improve their skills in assessment, moderation and data analysis in numeracy and mathematics. They need to provide planned, regular opportunities for children to recall and reflect on their learning in numeracy. They could apply some of their successful approaches to improving reading, to the teaching of numeracy and mathematics to improve children's attainment.
- Over the past year, the headteacher has implemented helpful systems to review and improve learning, teaching and assessment. Staff are now using these to monitor children's attainment, check their progress and highlight when this varies from expected standards. They are using information from meetings better to agree next steps in children's learning, including any targeted interventions. Their review of attainment data gathered over time is also providing staff with valuable information on children's attainment, including, a renewed focus on numeracy and mathematics. Teachers use attainment records to help quantify the impact of

COVID-19. At all stages, teachers now need to use information better to identify priorities in their teaching to ensure children make suitable progress across their learning.

## 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' achievements
- equity for all learners

### Attainment in literacy and numeracy

- Children's attainment in literacy and English and numeracy and mathematics is satisfactory. Over the past year, attainment across the school has improved. Most children attain expected Curriculum for Excellence levels in talking, listening and in reading. The majority attain these in writing but fewer in mathematics. Children, who have additional support needs, are making good progress in reaching personal targets.
- The impact of COVID-19 has affected children's attainment at P4 to P6 in reading, writing and numeracy and mathematics but less so in listening and talking. Staff's approaches to improving reading and writing are having a positive impact on children's progress. Similar improvements are needed in children's attainment in numeracy and mathematics.

### Attainment in literacy and English

- At early, first and second levels, most children attain expected national levels in listening, talking and reading. A majority attain appropriate standards in writing. Children are making steady progress in listening and talking. Children's progress in reading and writing has been affected adversely by periods of remote learning resulting from COVID-19. However, over the past year, their progress, particularly in reading has been improving.

### Listening and talking

- Across all stages, most children listen and respond appropriately to staff's questions. At early and first levels, most ask relevant questions and respond appropriately to others. They share opinions in small groups and can justify these and contribute appropriately to discussions. By second level, most listen and respond appropriately to teachers and peers. A few children at each stage need to continue to improve their listening skills. At times, in their enthusiasm to share views, they talk over others.

### Reading

- At early level, most children identify the purpose of books, titles and the author's role. They recall the content of books, engage in discussion and use appropriate vocabulary to predict what happens next. Most children justify thoughts and feelings about stories. At first level, most read well showing awareness of fluency and punctuation. They identify and describe main ideas in texts. Children make inferences from text and justify answers with confidence. At second level, most explain their choice of text with confidence. They read aloud with fluency and expression. Most respond well to a range of inferential, literal and evaluative questions about texts with justification for their answers. They enjoy recalling facts from non-fiction books about 'Anne Frank's Diary' and 'How to Shock your Parents?' Across the school, children need to build on their improvement in reading and continue to progress.

## Writing

- At early level, the majority of children form letters and write simple sentences. They are beginning to spell familiar words correctly and enjoy practising writing in play contexts. At first level, the majority write independently, using simple punctuation and a variety of vocabulary. At second level, children write for different purposes. The majority write with an awareness of audience and use appropriately their knowledge of technical aspects. At all stages, children need to develop skills for writing at length and for various purposes, including real life. Children do not always present their work well or use appropriate sentence structure. By P7, more children need to be attaining expected national levels.

## Numeracy and mathematics

- At early and first levels, most children attain expected national levels. At second level, the majority attain appropriate standards. Children are making steady progress in important aspects of number, but less progress in other areas of numeracy. Children's progress in numeracy and mathematics has been affected adversely by a number of factors including periods of remote learning resulting from COVID-19. A series of changes in the mathematics programme in recent years has also resulted in discontinuity in children's progression and gaps in their learning.

## Number, money and measure

- Most children make satisfactory progress in most aspects of number. At early level, children enjoy practical activities involving number and most can apply their skills in simple challenges. At first level, most children are making progress and developing confidence in adding and subtracting. At second level, most children carry out subtraction calculations accurately involving three-digit numbers. At P6 to P7, children are motivated by tasks introducing the concept of negative numbers. At second level, the majority carry out calculations using money of increasing difficulty. Their mental calculations are sometimes slow and a few need support. Most children working towards second level can identify appropriate tools and units for a range of measurement tasks.

## Shape, position and movement

- At early and first level, the majority of children use simple mathematical language appropriately to describe shape. Children, working at first level, are confident in using appropriate terms for position. Working towards first level, a minority lack confidence in identifying two-dimensional shapes and three-dimensional objects. At second level, a few children can give directions and well-estimated distances to locations around the school. Overall, children's knowledge and skills relating to shape, position and movement are underdeveloped.

## Information handling

- Few children attain appropriate standards in information handling. At early level, children can organise similar objects into groups. Children, working at first level, can explain the value of lists and tables for organising information. A few working at second level describe the use of tally marks to simplify recording of information but have little recall of carrying out surveys. Some recognised that charts in the school library, recording favourite book genres, are ways of presenting information graphically. Overall, they demonstrated very little knowledge of graphical presentation of data. Few children can recall having had opportunities to develop data handling skills.

## Attainment over time

- In recent years, children's attainment has been affected adversely by COVID-19. Despite this, attainment in most aspects of literacy and English has improved. Staff have recorded and analysed important attainment data for numeracy and mathematics over recent years. They recognise that data confirms the need to improve children's performance in numeracy

and mathematics. Some features of underperformance pre-dated periods of remote learning in mathematics.

### **Overall quality of learner's achievements**

- Children are achieving success in social subjects, music and art and design. They use different art techniques to achieve desired outcomes. Children know significant events related to human rights in other countries, including the rights of girls to education. They take responsibility as classroom helpers, house captains, event organisers, 'buddies', playground leaders, active schools coordinator and junior road safety officers. Children are developing various skills as leaders, through taking minutes at meetings and from having different roles as team members.
- Children's achievements are celebrated in various ways. Children enjoy success in various competitions and sporting events including netball, basketball, chess, athletics and annual mini-Olympics. Through these, children are developing independence, initiative and organisational skills as members of teams. Their citizenship skills are being enhanced through being involved with local food banks. Children are proud of their achievements, including the local @braw Lads festival, the Dandelion Project and the Galashiels Scots Language Competition with the Burns Society. Their engagement in these events enables them to achieve success as responsible and caring individuals who make a significant contribution in their community.
- Together with staff and children, the headteacher should take forward school plans to monitor and record children's achievements, as part of existing arrangements to have a broader overview of children's progress.

### **Equity for all learners**

- The headteacher and staff have a clear understanding of any gaps in children's progress, particularly those which have resulted from poverty or COVID-19. As a result of them using appropriate interventions in literacy and numeracy, most children who have been identified as needing extra help, are on track to achieve in these aspects. Those, who have been affected adversely through COVID-19 and had gaps in literacy and numeracy have been supported effectively and now make good progress in reading and writing. Others, who have additional support needs, are progressing well in achieving personal targets. Across the school, more children need to achieve expected levels in numeracy and mathematics.



## 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.