

Summarised inspection findings

Tillicoultry Primary School and (Early Learning and Childcare – nursery class attached to a primary school)

Clackmannanshire Council

SEED No: 5701821

28 June 2017

1.3 Leadership of change – School	good
1.3 Leadership of change – Nursery	good
<ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> 	

Nursery

- The headteacher has recognised the need to include the nursery when refreshing the vision, values and aims for the school in partnership with parents, children and the community. This will support a shared strategic direction across the school.
- Over the past two years there have been several changes within the nursery. In partnership with the local authority the school now needs to establish the future plans for leadership and roles of staff to promote stronger links with the school senior management team and planning for improvement.
- Nursery staff have a clear commitment to their professional responsibilities and training. Commendably three staff are undertaking degree-level training. This is having a positive impact on areas such as developing opportunities for physical activity and learning outdoors.
- Appropriate nursery priorities are included in the School Improvement Plan. There is a need when taking forward improvements, for staff to link more with primary staff across the early level in key areas such as areas such as literacy, numeracy and health and wellbeing. This will promote continuity and progression in children’s learning and experiences.
- Staff benefit from regular team meetings, authority network meetings and training to reflect and discuss guidance, such as *Building the Ambition* and *How Good is Our Early learning and Childcare?*. Staff build on this professional dialogue and learning to lead and take forward improvements. Staff have led improvements such as implementing opportunities for engagement with parents such as ‘stay and play’ and recently a Peers Early Education Partnership (PEEP) parenting programme. Although at the early stages of implementation, parents have reported positive feedback on how these sessions are supporting themselves and their children.
- During collegiate sessions with school management, staff identify appropriate areas for improvement within the nursery. Staff would benefit from continued support from the management team to monitor the impact of changes, the quality of children’s experiences and to help identify areas for improvement. The nursery staff, with support from the management team, should continue to develop their skills in using self-evaluation to reflect on children’s experiences and plan for further improvements that will positively impact on children’s progress. In taking forward improvements, staff now need to share effective practice within and out with the setting. For example, managers should create opportunities for staff to observe children’s experiences and learning across other early years centres.

Primary School

- The headteacher provides strong leadership ensuring developments are managed well across the school. She knows the staff, children and families in the school very well and is highly respected by the school community. She is ably supported by the management team who contribute effectively to the improvement agenda in the school. Whilst support offered to children by the management team, for example in targeted group work, is leading to improvements in outcomes for children there is scope for management roles to be developed further. The headteacher should review the remits of the management team to provide a more coordinated approach to securing improvements across the school.
- Children, and staff, demonstrate the school's values of respect, empathy, ambition, care and honesty well. These values are embedded in the life of the school, leading to a positive ethos of learning. Children's understanding, and importance, of the school's values are supported well by the celebration of monthly achievement awards linked to each of the five values. The views of parents, children and partners were taken good account of in the development of the school's values and the rationale for the curriculum. The school should continue with their plan to review the school's rationale to ensure this reflects current national priorities.
- Staff are committed to improving the work of the school. They attend a range of professional learning events to develop their skills which are leading to improvements in learning and teaching. A few teachers have undertaken professional enquiry and research projects to support their understanding of how best to develop children's numeracy skills. This has led to professional learning for teachers in the delivery of numeracy, leading to children being more able to identify and discuss the strategy they used to solve a problem. Professional learning in literacy is leading to teachers delivering a more consistent approach to writing across the school and increased challenge in children's reading through the use of higher-order questioning. Staff show a clear understanding of a need to reflect on, and continually improve, their professional standards. The local authority's Professional Review and Development process supports staff well to identify areas for professional learning.
- Self-evaluation is well established across the school. All staff contribute to planning for improvements and priorities identified in the school improvement plan are based on accurate evidence. The improvement plan is ambitious and focusses appropriately on securing improvements in outcomes for children.
- The senior management team has established a culture of innovation and creativity across the school. This is leading to staff undertaking leadership roles and being open to try new approaches and methodologies to engage children more meaningfully in their learning. Staff-led improvement priorities including numeracy, literacy, growth mind-sets and master classes. Children have opportunities to lead improvements in the school through the pupil focus groups, acting as prefects and their active role in master classes and focus groups. The school should now look to evaluate the impact of these activities to ensure they are leading to improvement.

- Senior managers have effective processes in place to monitor and track the impact of improvements across the school. The school's quality assurance calendar details when forward plans, classroom observations, termly review meetings, jotter sampling and learning conversations with children take place. Termly review meetings support staff well to identify children experiencing difficulties and they ensure appropriate interventions or support is put in place. Peer and senior management observations of learning are used sufficiently well to support teachers to reflect on their practice. Helpful feedback is provided and teachers recognise the value in how this helps support improvements in learning and teaching. Senior managers should now develop the evaluation of change further. Staff and the senior management team should develop further their approach to evaluating teaching and learning by including developing further peer and self-assessment of learning and teaching. There is scope to streamline the documentation supporting the evaluation of the work of the school to ensure it is much more focussed and coherent and leads to improvements.

2.3 Learning, teaching and assessment - School	good
2.3 Learning, teaching and assessment - Nursery	good
<p>The themes are:</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring</i> 	

- During most lessons children are motivated and enjoy their learning. They work well with each other in pairs and in groups. Across the school there is a relaxed atmosphere where children are respected. Relationships between children and adults and between children are very positive. Children are given a voice through a variety of committees and groups across the school. They feel their views are listened to and that they bring about improvements to the school. In most classes staff encourage children to set targets to improve their learning and discuss ways of improving their learning. There is scope to improve further the use of children’s learning logs and reflection diaries. In a number of classes children are encouraged to take a lead in their learning and identify what and how they learn. Staff are working on developing this more fully across the school. In the strongest lessons children enjoy active approaches to learning where they are encouraged to think and explain their learning. Staff are aware that this needs to become a more consistent feature of all lessons. In particular, younger children across the school would benefit from a richer play environment.
- All staff work well together to support children in their learning and include all children in the life and work of the school. Class observations show that most staff work hard to differentiate learning for all children and provide effective support and challenge. We ask that the school reviews the setting arrangements across the school. In most classes the quality of teaching is good with a number of examples of very good teaching evident across the school. Staff should build opportunities to share their talents with each other across the school. In most classes teachers provide clear instructions and explanations within lessons. In most lessons staff share learning intentions and the success criteria of the lessons with children. In a few lessons we observed some strong practice where staff developed the success criteria of lessons with children. Most staff provide good oral and written feedback to children on how they can improve their work. In a few classes the pace of learning is too slow and transitions between lessons takes too long.
- There is a clear system in place to track children’s progress in literacy and numeracy which is clearly understood by most teachers. Staff and the senior management team use this well to identify children who need support and challenge. We ask that they build on this to track identified groups of children, such as children for whom English is an additional language (EAL), and looked-after and accommodated children (LAC) to ensure they address attainment gaps fully and raise attainment. Teachers use a range of assessments in class to inform their learning and teaching and monitor children’s progress. Information from standardised tests in literacy and numeracy is being used well by staff and the

headteacher to monitor children's attainment at key points in the year. Staff use this standardised test to support their professional judgement on achieving the level. We ask that the school looks at making the expectations of assessment clearer to all staff to ensure a consistency of approach across the school. Staff plan learning and teaching thoroughly. We ask that staff now plan assessment when planning learning and teaching to simplify the assessment process and align it more to planned learning.

- Staff work well with stage partners to plan learning and share expectations of the standard for their stage. There has been some work done with the cluster of schools to moderate the standard of work but this is at an early stage of development. To ensure expectations are high enough for all children staff should continue to increase their use of the national benchmarks across the curriculum and build up their skills in moderating the standard across the school and with other schools.

Learning and engagement

- In the nursery children feel safe, secure and valued. Children's views and interests are taken account of. They know nursery rules through their nursery charter. Most are motivated, developing independence, achieving success and making choices and decisions which affect them. Most engage well in real-life experiences enabling them to make sense of their world. They have positive relationships with staff. At tidy-up time, children's learning could be improved and time better used.
- Most children concentrate well on their chosen learning for lengthy periods. Planned group times do not always sustain children's interest or develop learning. They engage better in pairs or on their own with staff.
- Most children use various experiences well both indoors and outdoors. Older children in the nursery are confident and enjoy exploring. A few children are capable of engaging in more complex learning through greater challenge. Others need further independence and responsibility.

Quality of interactions

- Most staff respond well to children's needs, including when outdoors. Where practice is better, staff know how young children develop and learn. These staff use questions well to check children's knowledge and extend their learning. Not all staff are skilled in this. The quality of interactions across the staff team is inconsistent. At times, staff miss opportunities to support children's learning. They do not always engage enough with children to further their learning.
- Support staff's knowledge of child development is suitable for children's stage of development. Not all children understand strategies used to recognise achievement and cannot understand why their efforts are not rewarded through stamps or certificates as others are.
- Most nursery routines give children time to follow their interests. Children's learning is enriched by digital technologies, including developing visual records of their achievements.

Effective use of assessment

- Staff's observations inform their assessment of children's progress. These observations need to be better analysed by staff to identify children's strengths and development needs. However, based on inspection evidence, individual assessments carried out by staff help improve children's outcomes.
- Children reflect on learning in their attractive learning journals. Parents contribute well to these. They receive relevant information on their child's progress and achievements and value the links they have with key workers.
- Appropriate arrangements are in place to support children's varying transitions. Children's journals support transitions into P1. Further work is needed to support children's learning transitions across the early level, particularly into P1.
- Nursery staff have started to moderate their practice across each other's key worker groups. This is helping to support and challenge staff's views on children's progress. Staff are beginning to use national benchmarks to develop their approach to assessment.

Planning, tracking and monitoring

- Nursery staff involve children in some planning. They use information sources, including from partners, to plan actions which are improving outcomes for children and families. Financial arrangements are in place when planning activities, offering alternatives to families by providing the choice of taking longer to pay. Staff plan activities to collect for local foodbanks.
- The nursery does not yet have an accurate overview of children's progress. A traffic light system helps staff to assess individual children's learning and progress. Approaches to tracking and monitoring need to be developed further to support children's progress, including more analysis of assessment information.
- Planning at whole nursery level provides a useful framework for learning and teaching. Planning for individuals and different groups needs further attention to improve differentiation.
- The headteacher, with the nursery team, needs to continue to monitor whether children are meeting expectations. The headteacher, with the senior nursery practitioner and staff, should closely monitor this.

2.2 Curriculum: theme 2: Learning Pathways and Development

Pathways PSNC only

- In the nursery class, the curriculum is based on play and active learning. Staff take good account of children's interests and ideas to develop learning. This is evident in planning for activities and the learning environment. Children's developing interests are responded to by staff in the course of the session. For example children were keen to learn about fire engines and cookers. While enabling children to shape their own learning, it is important that staff also ensure that children's learning in literacy and numeracy is planned for progressively. The new literacy and numeracy pathways which are being introduced should support this. While we observed opportunities for children to develop skills in literacy and numeracy across their learning, there is greater scope to increase these opportunities across the playroom for older children. The learning environment is planned to support enjoyment and challenge in learning. Therefore, for the most part, most children display engagement in learning. In the recently developed outdoor area, children are afforded many opportunities to be curious, solve problems and be creative. This good practice could be better reflected in the indoor area. There is a need for more excitement and contexts which promote a greater sense of wonder.
- Staff meet weekly to plan learning. Staff working separately with children aged two join the nursery team to plan. They ensure that their planning reflects the principles of pre-birth to three guidance. We have asked practitioners working with the youngest children to ensure that Pre-Birth to Three guidance continues to be the focus for their planning as it would not be appropriate to use Curriculum for Excellence experiences and outcomes to inform planning for children aged under three.
- In the nursery class, children have daily opportunities to engage in learning outdoors. Practitioners make very good use of the local area and resources to enrich children's learning experiences. This includes effective use of the local woodland area which allows children opportunities to explore, risk take and learn in quite a challenging terrain.
- There are very positive examples of staff's skilful use of interactions and questioning to scaffold children's learning. Sharing such practice across the playrooms will help to secure high-quality learning for all children.
- Over the last three years, the school has developed progressive pathways for most areas of the curriculum, including the literacy and numeracy pathways created by the local authority. Staff recognise that they now need to develop pathways for science and social subjects.
- The schools own interdisciplinary learning (IDL) framework offers a comprehensive programme for teaching of science and social subjects in IDL contexts. In a few classes staff also identify the key skills to be developed in these contexts. We have asked that staff develop a skills framework to ensure that key skills are developed in a coherent and progressive way within and across all levels. Children have opportunities to inform and shape how the learning contexts will be developed, by helping to create big and little questions. Positively in a few classes, children are also given the opportunity to choose the contexts. We have asked that this practice is built upon across the school.

- In the best examples, IDL contexts are used effectively to challenge learners to apply their literacy and numeracy skills in unfamiliar and meaningful contexts.
- Children have opportunities to develop health and wellbeing across the four contexts of learning in a planned way. The school is represented on local authority health and wellbeing groups to review and develop health and wellbeing pathways.
- Good account is taken of the interesting historical area in which this school is situated. As a result children confidently share their knowledge of local historical landmarks, such as the Wallace Monument and Stirling Castle. Children also use local resources such as the village tea room, Sports Shop and partnerships with the Rotary and community council to develop their understanding of the world of work. Opportunities for children to participate in the school's focus groups and creative master classes are enabling children to experience rich learning, promoting key skills for life, learning and work. We have asked that the school now makes these skills more explicit to children so they can easily link skills gained to their relevance for learning, life and work.
- At the primary stages, staff are beginning to use the outdoor area to deliver aspects of the curriculum, as yet this is not a consistent feature across all classes.
- Until quite recently children were taught digital learning skills discretely as part of a planned, progressive programme. We have asked that staff ensure that the good progress children have made in this area continues to be developed within different contexts.
- Approaches to assessment require to be more closely linked to planned learning across all curricular areas.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

Nursery class

Impact on children and families

- Practitioners have fostered strong respectful partnerships with children and their families. In the two to three room there are opportunities for stay and play sessions with parents. Earlier in the sessional parents were invited to join 'cuppa chat' sessions with staff. This has helped staff to take account of parents' views in a number of ways. Staff are now delivering a parenting programme, PEEP sessions. Before children start at two years of age, practitioners visit children and parents in their home to help ensure positive transition to nursery. There is also a planned approach to supporting transitions across the rooms and on the P1. Across the nursery staff work with parents closely to develop appropriate care plans for each child.
- Parents receive regular information from the nursery about their child's learning. Regular dialogue with parents ensures they are kept fully informed of their child's achievements and progress. They also have regular access to children's attractive learning journals. We have asked that practitioners encourage parents to contribute children's achievements and successes from home to include in these journals. Parents have taken responsibility for sharing information about the nursery provision via social media. This is proving to be very successful. Parents and family members are encouraged to help in the playroom and have helped to develop the outdoor area. They are also invited to join and share their children's learning in the woods. Building on the successful lending library, we have asked staff to develop other ways of enabling parents to support children's learning at home
- The nursery has fostered a number of strong partnerships to support children and their families, such as with the health visitor and speech and language therapists. They are regular visitors to the setting and work well with staff to support children and their families.

Primary Classes

- The school has developed strong partnerships to support children's learning and development. The school engages with parents in a range of ways. Newsletters and social media provide parents with regular information on school events and learning experiences. In identifying school priorities, the views of parents are being sought through planned surveys.
- Staff share homework plans with parents through homework diaries and weekly homework grids. Parents are also actively encouraged to volunteer their time in supporting children both in their learning and in out-of-class activities. A number of parents are involved in leading and supporting the master classes. Parents are encouraged to contribute to their child's learning through parents' meetings, showcase events, assemblies and workshops.
- The school is supported by an active parent council. They are involved in planning and supporting school improvement for example, improving the school grounds.
- The school has established a number of very positive partnerships in the local community to support children to gain skills for learning, life and work. Staff benefit from the opportunities to share skills and knowledge with partners. The school recognises that it is now time to involve partners more in planning and evaluating programmes.

- The school plans to make better use of the Career Education Standards. These will help children and staff to recognise better the development of skills for work, creativity, employability and enterprise. Experiences offered to children across the four contexts are already providing relevant contexts for promoting these skills.

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.

3.1 Ensuring wellbeing, equality and inclusion - School	good
3.1 Ensuring wellbeing, equality and inclusion - Nursery	good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

Nursery Wellbeing

- Positive relationships and a caring ethos are evident across the nursery. As a result children are calm and respond well to the nursery charter promoting positive behaviour and mutual respect. Staff should further explore how this could be developed to incorporate and promote the United Nations Convention on the Rights of the Child.
- The nursery provides places for children aged two to three. Those young children attending benefit from nurturing experiences that build confidence and key skills for example communication skills. Older children can attend flexible all-day sessions with good opportunities for participating in varied activities over lunch time. This is helping meet their families' needs.
- Staff have a good awareness of the wellbeing indicators and their responsibilities. There are personal care plans in place for all children. There is scope to make further use of these when working with children and their parents to extend and improve personal plans.
- Overall, staff support children well during a range of play activities indoors and out to identify and manage risks. This includes using tools to help prepare vegetables for snack and with older children learning about road safety.
- Tooth brushing is part of the planned routine in the nursery. It is not consistently promoted every day for all children. Staff should review how tooth brushing is integrated within the range of experiences to establish clearly good practice and routines with children.
- Children have some opportunities to take responsibility for example to help at snack. The majority contribute to daily opportunities to tidy toys.
- Children have good daily opportunities for energetic play in the outdoor area. Staff should now make use of the national benchmarks to help plan more progressive learning experiences across health and wellbeing to further children's progress in this aspect.

- Staff have high expectations of children's behaviour. There is scope to raise further their expectations of children as learners and what they can achieve.

Fulfilment of statutory duties

- Staff are registered with the Scottish Social Services Council (SSSC) and follow appropriate codes of practice. Children can access 600 hours of early learning and childcare per year. In the afternoons in particular and following consultation with parents, the majority of parents choose that their children do not take up the full 600 hours entitlement. We have asked staff to review the impact of this on children's learning and experiences in terms of their entitlements.

Inclusion and equality

- Nursery staff work well with parents and a wide range of partners including health visitors, speech and language therapists and educational psychologists to assess and plan for children's individual needs. "Team around the Child" meetings are in place which are helping to ensure that key people working with children have opportunities to identify and implement plans to meet children's needs.
- Staff are sensitive in providing personalised support for individuals where appropriate. Personal care routines ensure that children's dignity and privacy is respected. Where required, staff have attended training which is helping them meet the specific health needs of children.
- Children who have more complex additional support needs are well integrated and included within the nursery provision.
- Support for vulnerable children is in place to ensure they settle and flexible provision helps to meet the wider needs of families.

Primary School

- The wellbeing of children is clearly central to the life and work of the school. Teachers have a strong, shared understanding of wellbeing and over the past year have embedded the wellbeing indicators into day-to-day practice across all stages. Children can freely use the language of the wellbeing indicators and can describe how the school supports their health and wellbeing. School and class charters devised by children reflect their understanding.
- Positive relationships are a strong feature which help to create a nurturing ethos where children feel safe and valued. Children are confident that any personal or sensitive concerns will be responded to appropriately by adults in school. A consistent approach by staff across the school, based on the school's behaviour policy, supports children well in understanding expectations of behaviour. Children are clear on the rewards and sanctions staff will take in response to behaviour and almost all feel these to be fair and consistently applied.
- Children respond well when given opportunities to lead health promotion activities. For example those on the Sports Committee and Health Group recognise the team-working and communication skills they develop as a result of promoting physical activity through lunchtime and after school clubs and Walk to School days. The school accesses local and national health data and information as well as from local partner agencies to inform

developments in health and wellbeing. As a result, a review of learning in relationships, sexual health and parenthood from early level is being discussed to align planned learning with identified local needs.

- At all stages children are becoming more confident and resilient in facing challenges and new situations. Older children in particular describe the confidence they gain as a result of the additional leadership responsibilities they take on including as prefects and buddies. Those involved in working with the community council to explore their views on life in Tillicoultry feel valued to know that their opinions and suggestions are important. Standards of behaviour are high. Across the school children have a good understanding of how to keep themselves safe.
- Children benefit from a high level of support, especially those with more complex needs. There are appropriate arrangements in place for children requiring more intensive one-to-one support. Teaching and support staff are sensitive in addressing barriers to children's learning and in providing effective additional help for those who require it. There are clear and consistently applied protocols in place for identifying, assessing and supporting children requiring more targeted interventions. Given the range of more complex needs beginning to be identified, key support staff would benefit from more up-to-date training in physical intervention.
- Support staff work very well with teachers to ensure that the needs of individual children are well met. Overall staff follow predictable and consistently applied routines to ensure children's anxieties are not unnecessarily heightened. During the week of the inspection a key member of the support for learning staff was absent and key aspects of support were not being taken forward as planned. The school should look to put in place more effective interim arrangements should this situation arise again. There is a need for communication and consultations between class teachers and the support for learning teacher to be strengthened. Support staff would benefit from a planned approach to enhancing their own professional learning and development.
- There is a consistent approach to clearly outlining support arrangements for children through the child's plan. There are clear processes to establish and review targets, and the school provides opportunities for the involvement of parents and key staff in developing this plan. The school recognises the need to strengthen children's involvement in this process. Staff should continue to review plans to ensure both the long and short-term targets are sufficiently clear and appropriately SMART.
- Greater detail is required in some of the individual and group support for learning plans to ensure these are well-targeted and that strategies to be taken forward are clearly identified and evaluated in due course. Many of the targets within these plans are not sufficiently focussed on learning and several were duplicated across children with different needs and barriers to learning.
- A more consistent and stronger alignment is required between the whole school and individual class teachers' tracking and monitoring information, and plans for support for learning. The school should look to monitor more closely the attainment of particular groups of children, for example those benefiting from staged intervention and looked after and accommodated children.

- There is a need for more detailed profiles with information referencing the particular barriers to learning children face and the most effective strategies to support staff further in providing personalised learning for those children with the most complex needs. The development of detailed and accurate profiles which are shared more widely would support all staff in gaining a clear understanding of what works for each young person. Periodic case conferences for individual children would allow these profiles to be updated and shared more widely with key staff.
- The school works well with a range of support services to better meet children's needs including the primary support service, education authority inclusion workers, educational psychologist and English as an additional language staff. Staff liaise effectively with social work staff and attendance officers to support children and families who require specific bespoke support including accessing specialist services.
- The school has been able to enhance the level of support available to children through additional funding provided through the Scottish Attainment Challenge. Given the recent expansion of provision there is a need to review the structure and further clarify the roles of all staff providing additional support for children's learning to ensure maximum impact for children.
- While children with additional support needs benefit from enhanced transition arrangements, there is a need to further extend the enhanced transition arrangements for children with more complex needs to begin in P6.
- The school has identified a dedicated space to further extend its use of its approach to nurture. They plan to extend the reach and impact of their work in this area through further investment and better resourcing of the 'turning point' environment.
- While there are no barriers to children's participation in the life and work of the school, the school recognises the need to further develop its work in the promotion and celebration of equality and diversity, to help increase children's awareness and understanding and prepare them to be confident global citizens.
- Religious and moral education is a core element of learning for all children across all of the stages. A progressive curriculum pathway is in place which has an appropriately prominent place for the study of Christianity. There are appropriate opportunities for religious observance in place, in addition to the main Christian celebrations for all children and arrangements here are well supported by a local chaplain.
- While all of the children that were spoken to during the inspection felt safe, respected and well-cared for, good practice suggests that the school should continue to review their approaches to anti – bullying and regularly remind all stakeholders about existing protocols.
- Attendance continues to be in line with national averages. While the number of exclusions has been too high over both the 14/15 and 15/16 sessions, there has been a significant reduction across the course of 16/17.

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*

- Overall attainment in literacy and numeracy is good across the school. The school were able to provide accurate information on the progress of children. Overall the majority of children achieve the appropriate level in reading and writing at the end of the early level in literacy. Most children achieve the first level by P4 and the second level by P7 in reading, listening and talking and numeracy, and a majority of children achieve the appropriate level in writing at these stages. A few children across the school exceed expected levels.
- The school should develop the tracking of progress further to identify the progress of specific groups of children.

Attainment in numeracy and Mathematics

- Overall children's attainment in numeracy and mathematics is good. Most children have achieved early level by the end of P1, first level by the end of P4 and second level by the end of P7.
- A few children in P7 are making very good progress and are working at third level. The school should work with partners in the local secondary school to ensure more able children continue to make very good progress in their learning. Including offering more breadth and challenge in numeracy and mathematics and continued progress at third level.
- The school has identified improvement in attainment in numeracy as a priority in the school improvement plan. The school's numeracy co-ordinator leads improvements in numeracy. Improvements in the teaching of numeracy are beginning to have an impact on attainment.
- The school uses the local authority's numeracy pathway to plan for the delivery of numeracy and the monitoring and tracking of children's progress. Standardised and summative assessment data supports teachers' judgements to assess progression in children's learning. The school should more robustly analyse this data to provide more meaningful information on progression in children's learning in numeracy and mathematics.
- **Number:** The school's recent focus on improvements in numeracy is evident in children's classwork. By the end of the early level most children are able to add single-digit numbers and count to 10. By the end of first level, most children can add and subtract two digit numbers, work with simple sequences adding or subtracting 10, and use simple

multiplication tables to solve problems. By the end of second level a few children can perform complicated mental calculations. They can round to three decimal places and calculate squares and square roots. There is scope across all stages in the school to provide children with more regular opportunities to develop their mental agility skills.

- **Money:** By the end of the early level children can identify coins and find the amount of change in simple money problems. By the end of first level children can work with a wider range of coins and solve money problems requiring addition and subtraction. By the end of second level children can compare the prices of shopping items using an online comparison site. They know what a debit card is and are able to identify the strengths and risks of using a debit card versus using cash when shopping. Children across the school were developing their skills of making a reasonable guess at the correct answer.
- **Time:** By the end of first level children can tell the o'clock time on a clock face. By the end of the first level they know the days, months and seasons in a year. They can tell the o'clock, quarter past, quarter to and half past times on a clock face and in digital time. The Most children, working towards the second level could work out simple durations in time.

Attainment in literacy and English

- Overall attainment in literacy is good. Children are making good progress in developing their skills in reading, listening and talking. In most stages of the school, children's progress in writing is satisfactory. The school's systems for tracking has clearly identified children's attainment and has identified where appropriate interventions are required to address dips in attainment. Most children have achieved their appropriate level in reading, listening and talking by the end of P1. P4 and P7. However, only a majority of children achieve the appropriate level in writing by P1, P4 and P7.
- Across the school most children demonstrated good skills in listening and talking. At the early level most children were confident talking to each other in groups and taking turns. By the end of P4, children achieving the first level were able to talk about the skills of talking and listening in groups and could confidently talk to each other in their reciprocal reading roles about information they had found in the text in the group reader. By the end of the second level, most children demonstrated their ability well to share opinions in large group situations. Overall staff should ensure all classes have opportunity to develop formally the skills of listening and talking on a regular basis.

Reading

- At the early level the progress in acquiring early reading and writing skills for a few children has been too slow. A few children could have been making better progress. Most children at the early level were able to identify blends and recognise a number of three letter words. A significant number of children could develop these skills at a faster pace. Staff have refreshed the approach to teaching reading from P4 to P7 and therefore most children were making good progress towards achieving the appropriate level. By the end of P4 most children were able to read for information. P3 were able to highlight key words in text as they summarised the key information. Most children in P6 and P7, working towards the second level were showing increasing skill in reading to analyse text and create prediction questions for each other within their reciprocal reading groups. Children in P6 were summarising the main points in a story and retelling it through comic strips. Overall the school has been successful in encouraging children to enjoy reading and to read more

regularly. The school should be cautious of dampening this enthusiasm with too frequent quiet reading together slots in the timetable.

Writing

- The school is aware that children's attainment of writing is variable across the school and they have taken steps to address this. Overall, children need to write more frequently and at length. High-achieving children working towards the early level need to be encouraged to write more independently. They need to be provided with support to allow them to access words independently. Across the school, there needs to be more consistent expectation of standards of spelling, punctuation and presentation.

Attainment over time

- Teachers track children's attainment through the local authority progression pathway. This has only been in place since January 2016 and the school has not yet gathered sufficient data to provide a meaningful analysis of attainment over time. The school should continue to develop processes for the monitoring and tracking of children's attainment to provide robust data to support the analysis of attainment over time. However, using class work and in-class assessments, the school were able to demonstrate clearly that most children were making good progress in their learning. Overall, across the school, expectations of what children can do needs to be more consistent across all classes.

Overall quality of learners' achievement

- Children access a wide range of opportunities for personal achievement which supports the development of their confidence and self-esteem. Achievements, including personal achievements out with school, are valued and celebrated well in classes, throughout the school and increasingly in local media. Children are proud to represent their school at a range of festivals and events and recognise how these help build their confidence.
- Older children are developing their citizenship skills well through their responsibilities as buddies and P7 prefects.
- Children take part in focus groups which are developing their leadership, organisational and social skills well. Children recognise the value of the work of these groups and how reflecting on the success of past events supports them to improve the work of the school.
- The school should continue with their plan to develop a more systematic approach to recording children's achievements, ensuring this supports them to improve the tracking of the development of children's skills.

Equity for all learners

- The management team analyse children's progression against the local authority progression pathway, standardised assessment data, summative assessments and teachers' judgements. This data provides valuable information on the attainment of individual children and classes. The school should now analyse the available data more comprehensively to provide information regarding the attainment of specific groups of children. This would better support the school to identify how well they were ensuring equity for all learners.

- Interventions such as a common structured approach to raise attainment in writing is beginning to show improvement in writing in most classes. The focus on mental mathematics strategies initiated and developed with staff by the designated attainment challenge teacher, is having an impact on improving children's mental mathematics skills. We ask that the approach to setting across the school as a vehicle to raise attainment is reviewed.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- *Progress in communication, early language, mathematics and health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

Progress in communication, early language, mathematics and health and wellbeing

- Staff do not yet have an overview of children's progress in early language, mathematics and health and wellbeing. Tracking and baseline assessments do not yet provide staff with sufficient information on children's progress across key areas of learning. The headteacher has identified this as an area for improvement. Developing manageable approaches to tracking, for example achievements and attendance, will enable management and staff to monitor the progress children are making over time, identify where support will help to overcome barriers to learning, and reflect on ways to improve children's outcomes.

Children's progress over time

Based on information gathered during the course of the inspection, HM Inspectors were able to note the following information:

- With support from staff, children aged two are beginning to use simple words to communicate. They enjoy listening to simple stories and use books and pictures to learn new words. With support, they can match pictures and shapes to complete simple inset jigsaws.
- Overall, most children aged three to five are making good progress in communication and early language. The majority of children aged three to five are confident in speaking to adults. Most listen and follow instructions. The majority can recognise their name at snack, some letters during play and can draw recognisable figures and objects.
- A few children could be making better progress and further developing their skills in early reading and writing. Staff should consider a more planned approach to develop children's early reading, phonics and writing skills through play activities and experiences.
- Across the nursery, most children are making good progress in mathematics. As a result of the focus on early numeracy, most children recognise numbers and the majority are beginning to count objects during games. Children use their growing confidence in writing

numbers to illustrate their drawing. During play, children are beginning to recognise and create pictures using shapes.

- Children are making good progress in health and wellbeing. With support from staff, children are able to take turn during table-top games. They enjoy helping to prepare snack and know the importance of hand-washing. Outdoors, children are confident in balancing, jumping and climbing and show good skills in kicking and passing balls.
- Using illustrations on digital technologies, children can draw and talk about key stages of lifecycle of butterflies. They explore real-life experiences in baking and creating cakes with play dough. Almost all children know familiar action songs and participate in ring games.

Overall quality of children's achievement

- There is evidence in children's learning journals of a wide range of learning and achievements. In partnership with parents, staff gather and make use of children's achievements out with the nursery to celebrate and build on learning and talents for individual children.

Ensuring equity for all children

- Working in partnership with parents and other agencies, children who have additional support needs are making good progress against their own individual targets.
- The headteacher has a good awareness of the school demographics. Nursery staff have a good knowledge of the needs of individual children and families in the community. In order to further promote and secure children's progress, the headteacher has recognised the need to now make much greater use of information and data at the early stages of the school to ensure equity for all learners and help to identify strategies that will positively impact on children's outcomes.

SCHOOL CHOICE OF QI: Leadership of Learning

Theme 1: Professional engagement and collegiate working

Theme 2: Impact of career-long professional learning

Theme 3: Children leading learning

- Across the school staff display a strong commitment to professional learning to improve learning and teaching. They value the wide range of opportunities they have to develop their knowledge and skills. In the nursery class, staff meet weekly to identify and share good practice. They benefit from the opportunities they have to learn from each other and from colleagues in other early learning and childcare settings. They value the opportunities they have to participate in training provided by the local authority, for example, 'Building the Ambition'. A number of staff are also undertaking additional qualifications.
- There is clear evidence that staff are using their individual and collective professional learning to improve outcomes for children. Commendably, staff working with children aged 2 years have undertaken a significant amount of professional learning to create and develop this new provision. They have, helpfully documented their professional learning journey to share with colleagues within the setting and across the authority.
- Staff across the school take on lead roles to support and inspire others. Positive examples of this include the development of staff's understanding of growth mind-set strategies and new teaching approaches for numeracy and mathematics. Staff readily share their individual professional learning with each other. They work very well together as a team and there is a strong sense of collective responsibility and mutual support. Staff appreciate the benefits of working with their stage partners to share good practice and engage in professional dialogue.
- While it is important that staff evaluate the impact of new developments inspired by professional learning, we have asked that staff fully consider the benefits of new approaches before making significant changes.
- The headteacher empowers staff to lead and take responsibility for taking forward new developments. As a result there is a strong collective responsibility for improving learning and teaching. This, supported by more robust approaches to self-evaluation will help to secure more a more consistent learning experience for all children.
- In the nursery class children have some opportunities to lead their own learning. For a significant period of time children choose where and with whom they would like to play. Their ideas and interests are used to develop learning experiences and the environment. There is scope to develop further their involvement in their own learning.
- Most staff are responsive to children and interact with them skilfully to extend and develop their learning. We observed positive examples of staff providing additional resources in different contexts to extend children's learning. Children are very proud of their learning journals and enjoy reflecting on their learning with their peers, staff and families. There are a few examples of children's reflections being documented in the journals. We have asked staff to develop this further.

- At the primary stages, all children are represented on the focus groups. Children select which group they would like to join. These groups help children to learn new skills and apply their learning in different contexts. Children are encouraged to take an active role in leading these groups.

Particular strengths of the school

- The headteacher's effective approach to school improvement which has been successful in fostering a team approach to securing positive outcomes for children.
- Very well-behaved children who are motivated in their learning as a result of the positive relationships with children fostered by staff.
- The impact on children from the staff focus on improving the health and wellbeing of children across the school and nursery.
- Personalised achievement opportunities provided by the school and nursery which are extending children's skills.

The following areas for improvement were identified and discussed with the headteacher and a representative from Clackmannanshire Council:

- To ensure the remits of all promoted staff are suitably challenging and focus on raising attainment.
- Develop clearer, simpler approaches to assessment that are consistent across the school.
- Share good practice in learning and teaching to help ensure a consistent learning experience for all children across the school.
- Continue to raise attainment and as part of this, review the arrangements for setting children.

What happens at the end of the inspection?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Clackmannanshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

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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