

Summarised inspection findings

Dunipace Primary School

Falkirk Council

SEED No: 5741920

02 February 2018

Key contextual information

Dunipace Primary School and Nursery Class has a roll of 177 at the primary stages, with 31 children attending the nursery class for a morning or afternoon session. Attendance at the school is in line with the national average and there have been no children excluded in recent years. The number of children entitled to receive a free school meal is in line with the national average.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Children and staff demonstrate a clear commitment to core principles in the school's vision values and aims, for example in the clear tone of mutual trust and respect which is evident across the school. The ethos and relationships in the school bear witness to the effective ways in which the school's values have been shared among staff and pupils. Comments from the Parents' Association (the Parent Council) and the wider parent forum confirm that the headteacher and staff have succeeded in securing their support for the school's core values. There is scope, in any future revision of the vision values and aims and related rationale for the curriculum, to reflect specific features of the school's identity such as the 'can do' characteristic which the children are encouraged to develop.
- The school's improvement planning approach is to identify a small number of priority areas for development. These currently focus on development of the staff professional learning community, and improving the curriculum and raising attainment for all. Defined tasks include one aimed at improving spoken language skills in a targeted group of children, and one extending staff's expertise in using interdisciplinary learning as a stronger feature in the curriculum. These priorities and tasks are well chosen, showing the clear understanding which the staff have of the needs of the children, and reflecting national priorities including closing important gaps in attainment between different groups of children. Staff have taken particularly important steps to try to identify needs associated with economic disadvantage, and to target support on those needs.
- The headteacher and staff have succeeded in taking forward important developments in, for example, the Rights Respecting Schools initiative and positive influences on learning teaching and assessment such as its work with "vertical learning groups". Whilst there has been a particular focus on literacy and numeracy, in line with national priorities, staff have

also made progress in social studies, science and technologies, at times adopting new approaches to planning which are more responsive to learners' interests. There is a clear appreciation in the school of the need for continuing improvement in programmes in, for example, religious and moral education.

- Staff assess and record children's progress regularly and carefully, drawing together teachers' judgements and the results of standardised assessments at key points. Staff need to continue to develop the precision with which they use of assessments of children's progress and other performance data, to underpin improvements and to confirm achievement of Curriculum for Excellence levels. Staff need to continue to develop the precision with which they make use of assessments.

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

- The school has a calm and positive ethos. Children are well mannered and motivated to learn. The work undertaken within the Rights Respecting Schools programme has had a significant impact on the life of the school. Children and staff report an improvement in respect and empathy as a result of the vertical learning groups exploring the Articles of the United Nations Convention on the Rights of the Child (UNCRC). Children across the school are knowledgeable about their rights and how the Articles can be linked to aspects of the curriculum.
- Children in all classes benefit from opportunities to work in pairs and small groups. They are fully involved in what they are asked to do and are motivated and engaged in their learning.
- Children contribute very well to the life of the school and the community through a range of leadership roles. Children demonstrate confidence and responsibility in their roles. For example, the link with Tygetshaugh sheltered housing provides opportunities for intergeneration work with positive outcomes for all involved.
- Almost all children, across the stages, engage well with their learning. Almost all listen attentively and respectfully to staff and to classmates. Almost all work well individually, in pairs and in bigger groups, sharing resources well and supporting classmates willingly. The majority of children show good skills in self-management, sustaining concentration well throughout their tasks. Children respond well to challenging tasks which involve them actively in researching and sharing conclusions.
- Children respond well to innovative approaches to learning promoted by the school, such as the interdisciplinary learning focus of the 'vertical teaching groups' which involve children of different ages, with adult helpers, taking on challenges such as 'den' building.
- Children engage in self and peer assessment of work in the majority of classes. Children working within second level were able to clearly identify what their learning targets were. The good practice in some classes should be shared more widely.
- Children in early years classes are benefitting from active learning strategies for numeracy, where they are given different learning activities which meet a range of different needs

well. “Wide awake” tasks in P1-P3 classes are often linked to developing early numeracy skills. Concrete materials are used where appropriate to support learning.

- Overall, across the school the quality of teaching is good and some is very good. Teachers listen well to children and respond appropriately to their comments. Teachers use questioning to extend thinking and learning, and are taking steps to develop children’s higher order thinking skills. Children should now be more consistently challenged with higher order questioning encouraging them to explore, explain and justify answers and opinions. Staff plan and prepare their lessons well, and organise resources to ensure easy access. At times, they organise learning to recognise children’s differing stages of progress and capacity to learn, for example through group arrangements for aspects of English and numeracy.
- Teaching staff use a variety of teaching styles. For example, within a few classes children were given the opportunity to participate in cooperative learning activities. These gave children the opportunity to reinforce and consolidate developed skills through a more active approach to learning.
- Digital technologies are used well to support learning. The pupil “Digital Leaders” in the school help to develop a consistent approach to technologies. In particular the focus on QR codes is providing children, across a number of classes, with a means of sharing their learning with a wider audience.
- Staff provide some opportunities for children to lead learning. For example, within second level a group of learners researched, planned and implemented a PE session developing cheer leading skills.
- Staff provide clear explanations during their teaching. In all lessons observed, teachers shared the learning intentions and success criteria. As a result, children were clear on the purpose of the learning and how they could judge their success.
- Although there is evidence of some differentiation in classes, this practice is not yet sufficiently embedded in all classroom practice. Staff should be clear on the individual learning needs within their class and provide appropriate opportunities for support and challenge.
- All children benefit from purposeful and stimulating learning spaces. Displays in classrooms are used to both support learning and display children’s work. Effective use is made of all communal areas maximising the potential of the school building. “Classroom Charters” designed by children are displayed in almost all classrooms. These explicitly link classroom expectations to children’s rights.
- Staff show a strong commitment to collegiality and collaborative working practice. There is a clear sense and commitment to working together to improve outcomes for children and families.
- Across all stages of the school, staff make some appropriate use of formative assessment strategies which help children to evaluate what they are trying to learn and what is expected of them.

- Staff show increasing skills in assessing children’s progress and attainment, relative to Curriculum for Excellence levels. Most use a range of assessment-related techniques in their teaching, for example to ensure children are clear about the intended learning and how they might judge whether or not they have been successful. Some make good use of routines to check how confident children are in their learning, or to identify next steps in learning. Staff should continue to develop their skills in assessing children’s attainment of a level. Taken together with staff’s developing skills in using data from standardised assessments, the school should become increasingly skilled at ensuring reliable judgements of children’s progress.

- Staff and the senior management team (SMT) track learner attainment in mathematics, reading and writing. There is no tracking yet of attainment within listening and talking and only P1 have tracked health and wellbeing. A more consistent approach to monitoring and tracking attainment should be developed. Ongoing teacher professional judgement is used to inform attainment. Staff are beginning to use National Benchmarks to make judgements about the attainment of a level. Staff will now benefit from more opportunities to develop their confidence in judging attainment through moderation and professional dialogue, in school and within the cluster.

2.2 Curriculum: Learning Pathways

- Across the school, children receive a broad and balanced curriculum which gives children access to their entitlements within Curriculum for Excellence. The school has recently refreshed its curriculum rationale. Further work and consultation should be undertaken to ensure that the rationale reflects what parents, children and staff want for the children of Dunipace.
- Staff and cluster colleagues have developed a Numeracy and Mathematics progression planner which all staff are using to record learning. This progression works well alongside the school's core resources. The progression pathway has explicit differentiation built in.
- There are also Falkirk Council progression planners for the following curricular areas: Literacy and English, Religious and Moral Education and Health and Wellbeing. Staff use these to record progress in learning for the class or groups. Planning is proportionate and measured, and takes account of manageable pace of development.
- Falkirk Council's Health and Wellbeing progression pathway is supplemented by a number of well-chosen resources and approaches, which all aim to develop emotional and social competencies. In discussion with children, they were unaware of the broad reaching nature of health and wellbeing. Staff are aware of all the health and wellbeing work undertaken within Dunipace and the scope that provides for creating their own progression pathway.
- Staff have worked together to create a progression framework for interdisciplinary learning. In doing this, they "bundled" relevant experiences and outcomes together for suggested learning contexts for all stages, focused on social studies. These developments also provide opportunity for engaging children more in designing and delivering learning, giving greater emphasis to learner voice.

2.7 Partnerships: Impact on learners - Parental Engagement

- The school has a number of effective partnerships which have a positive impact on the children and the school as a whole. Partners who met with the inspection team all described a very welcoming school that is keen to work with them. Communication is effective and timely, and partners are well organised in advance of sessions, events, or outings.
- The school takes effective steps to engage parents. The Parents' Association play an active role in the life of the school and support the school through additional fundraising and supporting and organising events. For example, every year The Parents' Association fund all transport costs for class trips. This allows the SMT to consider the cost of the school day for all families. The SMT are aware of the need to develop further opportunities for parents and families to engage more fully in children's learning. There are plans in place to further enhance the work of 'Shared Finishes' and 'Sharing the Learning' afternoons which have previously been undertaken. The development of these will be the focus of work being carried out by the depute headteacher.
- The council Cycle Officer had helped to delivery Bikeability training, along with the janitor, as an after school activity for P6 and P7 and this session was working with the school to deliver this as part of the curriculum. Funding has been secured which has purchased additional bikes to ensure that all children can participate. This training has enabled children to do cycle sessions outwith the school environment as part of the Adventure Club.
- The school engages well with the Active Schools Programme and children, mainly from the upper stages participate in many of the local sports festivals and competitions including, for example and most recently, in cross country.
- The school Chaplain supports the delivery of religious and moral education in classes on a weekly basis, attends the pupil council meetings often, and is involved in the work to support charities such as the Christmas shoe box appeal. Children have services in the church three times per year and the Chaplain supports a Harvest Celebration in school.
- Local partner clubs host an annual Burns and Scots poetry competition which is embraced by the school. They also deliver some basic Heartstart training to children in P6 and P7. The partnership work with the Youth Music Initiative has developed the musicality and performance skills of children across all stages.
- A visiting instructor has delivered six sessions, teaching skills of massage for relaxation, to classes in the younger stages. There are plans to further develop this work in the middle and upper stages of the school. Staff speak positively about the improved self-regulation of learners as a result of this input. It will be important to evaluate the impact of this more robustly.
- Partners were keen to stress how well the school engages with the local community for example by inviting residents from the local sheltered housing complex to events, and delivering harvest parcels to them. All partners felt very valued by the school through the

annual “Reward Cream Tea”, during which each class gives a short performance to entertain the guests. Members of the community volunteer to support classes on a regular basis throughout the year.

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

very 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

- There is a welcoming ethos, positive relationships and a climate of mutual respect and trust throughout the nursery class and across the primary stages. These are based on a whole-school understanding of the rights of the child. Weekly house meetings and monthly house assemblies are enhancing a stronger sense of school community and children respond positively to working together across year groups, in the school's vertical learning group initiative. Responses to Education Scotland questionnaires show almost all children feel they can speak to someone if they are upset, and that their views are taken into account. Children in focus groups described a variety of ways, such as worry boxes and bubble time, through which they can speak to a trusted adult about worries or concerns. Most feel safe in school, and believe that the school helps them to feel safe.
- Through work relating to the Rights Respecting School programme, children report a positive impact on relationships with one another. Children can clearly articulate their rights and relate these to many aspects of the school and its work, for example a focus on friendship through assembly, or behaviour in the playground. Staff describe how children have developed greater empathy and respect for one another, and the school, as a community. Most children have developed skills and are empowered to resolve conflicts with their peers in a restorative manner and without adult support. The updated promoting positive behaviour policy has been aligned with the UNCRC and ensures consistency across the school. Through this work, the school achieved their Level 1 accreditation last session.
- The school is supporting children's mental and emotional wellbeing very well. Children can seek support from adults through a number of routes and strategies that they can use to reflect on and better understand their emotions and behaviours. For example, children in P4-P7 have created "reflection cards" which they use when they are feeling angry or anxious. This offers reflective questions to help children understand what has happened, and some ways that can help them to relax and calm down. In the early stages, children use the "big deal/little deal" approach to help them manage friendship and playground conflicts more easily by themselves.
- Children in focus groups have a good understanding of the need for a healthy lifestyle. They can describe the effects of smoking on the body, and why being physically active is important. In P6, children created posters to demonstrate rules that can be followed to stay safe on the internet. Through participating in a week long Max in the Middle

intervention, children in P6 used drama to explore different bullying scenarios and felt more confident about what action to take in these situations in the future as a result. Through leadership roles such as House Captains and monitors, children were observed taking a mature responsibility and responding to their peers with care and respect.

- Children have an awareness of the wellbeing indicators. The school is at the early stages of beginning to track the progress and impact of work to support and enhance wellbeing of all learners. Staff should continue to extend the use of wellbeing indicators with children, and begin to use them to help children reflect on their own progress.
- This session, the pupil council is beginning to be involved in more evaluative work around wellbeing in the school, for example, discussing key questions with their classes which are fed back to the council and next steps identified.
- A wide range of partners are involved in supporting the work of the school to promote health and wellbeing, including the National Society for Prevention of Cruelty to Children, Bikeability Trainer, Massage in Schools, Heartstart trainer, local sports clubs, Max in the Middle and Active Schools.

Fulfilment of Statutory Duties

- The school maintains a positive, broad awareness of the range of its statutory duties. Supported well by partner agencies, the headteacher demonstrates a clear commitment to meet the requirements of all the relevant obligations.

Inclusion

- The school's commitment and approaches to inclusion are a strength. Across different aspects of school life, children's different needs and characteristics are welcomed as a positive feature. The nurturing ethos in the school provides a context in which all children, and their families, are encouraged and supported to feel a valued part of their community. There have been no exclusions of children in recent years. Children's respect for difference and diversity has been enhanced by the school's important, influential work in seeking Rights Respecting Schools status.
- Transitions from early years' settings, including the school's own nursery class, into P1 are managed very well. Staff ensure that important information is gathered relating to each child's progress and learning needs. The school is then well placed to take effective steps to identify and meet children's needs, including arranging enhanced transition support where appropriate.
- The school provides well for children's different learning needs. Staff take a broad, holistic view of the kinds of barriers which children and their families experience, and which affect the children's capacity to learn, develop and achieve. More recently, staff have taken forward their understanding of the effects of disadvantage, encouraged by the national priority of closing the gap in attainment between the most- and least-deprived children. This enhanced understanding has resulted in valuable adjustments to the ways in which the school identifies different children for support. Children receiving specific programmes of support make steady, positive progress in line with their peers. Their attainment is subject to careful tracking.

- Staff use a number of strategies to ensure good communication and continuity in support for individual children, and there is a strong sense of teamwork between the headteacher as coordinator of support services in the school, the learning support teacher, learning support assistants and class teachers. The school also makes skilful use of a range of partners including the local authority's outreach team, educational psychologists, social work staff and other agencies as required.

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

Attainment in literacy

- Attainment in English language and literacy is good overall, with the majority or most children attaining well in listening and talking, reading and writing. Staff have identified the need to provide additional support for some children, to strengthen their skills in talking, and are using additional resources provided by the Scottish Government's Pupil Equity Fund to devise more effective provision for these children.

Listening and talking

- Most children display good skills in listening and talking. At the early level, children demonstrate important early skills and take part confidently in different conversations. At Curriculum for Excellence first level, children listen attentively and respectfully to staff and classmates, and are confident in recalling key pieces of a discussion or lesson presentation. By the second level, most children demonstrate a range of important skills in listening and talking. Children show confidence and awareness of audience in engaging in conversations, including those with visitors to the school. Almost all respond well in group discussions, listening attentively and taking turns appropriately. For a small number of children, the school provides well-targeted support as part of its approach to closing the attainment gap between children of different levels of economic advantage.

Reading

- Working towards early level, most children make good progress in their early reading. They enjoy stories read to them and they develop progressively stronger skills in letter recognition. Children read aloud with improving fluency and expression. At the first level, children develop good comprehension skills and can recall key information from texts they have read, skills which they advance well as they progress towards the second Curriculum for Excellence level. Children are keen and skilled at discussing different types of text. They can identify different genres and features of books, and can describe techniques authors use which capture their interest.
- Children read regularly for enjoyment and use a good range of fiction and non-fiction texts. Children use the library regularly. The reading buddies scheme provides valuable support, where children can read from, and talk about, their favourite books with older children. By the second level, children have a very good awareness of some techniques authors use to add interest to their writing, such as figures of speech.

Writing

- Children write regularly for a wide range of purposes. They have too few opportunities to write longer pieces overall. At the early level children construct simple sentences well to convey the meaning in their story, for example when writing about 'magic potions'. At the first level children are able to write expressively, using good vocabulary, for example in atmospheric pieces about autumn, in well-structured letters to Percy the park-keeper or in helping to devise a 'recipe for friendship'. By the second level, children achieve good standards in functional pieces such as descriptions of how clouds form, as part of their study of water science. Most show the ability to sustain interest in writing extended pieces such as those for 'Lost in Space', using vocabulary well to create tension. Most show some appropriate technical language skills of grammar and punctuation. Overall, children need more opportunities to create longer pieces of writing progressively as they move towards second level.

Attainment in numeracy

Progress in numeracy

- According to school data, the majority of learners across P4 and P7 are expected to achieve the expected Curriculum for Excellence levels by June 2018. Almost all learners in P1 are expected to achieve early level by June 2018. Recent attainment has dipped in Numeracy across first and second levels whilst attainment in numeracy at all levels continues to sit above local authority and national averages.
- There are a small number of learners with potential barriers to learning resulting from relative economic disadvantage. Within numeracy, the majority of these learners are on track to achieve appropriate levels. Across the school there are a small number of learners with English as an additional language. All these children are on track to achieve appropriate levels.

Number, money and measure

- Across the school almost all children show strength in understanding number processes. They develop a deeper understanding of the number system as they progress through the school, and develop quick recall of number bonds and facts.
- Most children working towards first level confidently work within hundreds, tens and units recognising the value of the individual digits within numbers. They can confidently multiply and divide by ten and a hundred. They recognise that a fraction is part of a whole and are beginning to develop confidence with halves.
- Children working towards second level demonstrate confidence and competence in a range of number concepts. Learners were able to give confident and accurate answers to numeracy challenges and were also able to explain the strategies they had used to find the answers. They were also able to discuss alternative strategies. Working within second level, most children are effectively demonstrating their knowledge of fractions, percentages and are able to use these in real life situations.

Shape position and movement

- As children move through the school, most are confident and accurate in measuring and estimating using standard units. Children working towards first level are able to determine

the appropriate instruments to measure length in centimetres and metres. Within second level learners in a focus group were able to calculate area and perimeter and were able to relate these skills to real life contexts.

- Across all stages children have a good understanding of shape. Children working in early level can discuss 2D shapes with confidence recalling basic shape names and properties. As they move through school, children are able to describe simple properties and by P7 children are able to identify the features of vertices, edges and faces of a number of complex 3D objects.
- Children completing work towards second level were able to confidently discuss the properties of angles and could illustrate a range of triangles and angles for example isosceles, equilateral, right angle, obtuse and acute angles, and reflex angles.

Information Handling

- Throughout the school children are aware of how to collect and display information. Second level learners discussed a whole school survey, in which they had displayed the information on a bar graph. More opportunities should now be provided for learners to use digital technologies to display their learning in a wider range of graphs.
- Children working towards the end of the second level were able to make explicit links between the skills developed in numeracy and mathematics, and the work undertaken in interdisciplinary learning. For example, they talked about working on perimeter and diameter and are aware of how they will use their numeracy skills in their upcoming "Enterprising Context," organising the school pantomime. Children across the school are confident in explaining the problem solving strategies they use to determine an answer.

Attainment over time

- Based on the evidence from a combination of teachers' judgements, data from standardised assessments, and effective tracking, most children have made good progress in their attainments in English and numeracy in recent years. Staff collaborate well, within the school, in the wider school cluster and in appropriate local authority opportunities to enhance the consistency and reliability of their judgements when assessing children's work. Staff should continue to develop their assessment and moderation skills, to support more accurate judgement of children's achievement of a level.
- The school has analysed carefully the factors which have influenced the decrease in children's achievement of Curriculum for Excellence levels from 2016 to 2017, which affected almost all aspects of listening and talking, reading, writing and numeracy. Based on data from the school's tracking approach, senior staff are confident in their prediction that children's attainments in 2018 will confirm clear improvements.
- The school's data indicate that children with particular challenges, arising from a range of barriers to learning, generally make sustained, positive progress in literacy and numeracy. The school's careful tracking approaches provide valuable data which inform support programmes, and these are subject to regular review. Overall, the majority of children facing potential barriers to learning from their socio-economic circumstances are making good progress, fully in line with their peers. The school continues to provide strong

programmes of support for those not progressing in line with their peers, and continues to seek innovative effective ways of improving their attainments.

Overall quality of learners' achievement

- Children at all stages are developing the four capacities of Curriculum for Excellence very well through a range of wider achievement activities within and beyond school. Children's achievements are recognised and celebrated through House meetings and assemblies, displays, newsletters, the school website and social media.
- The overall quality of learners' achievement is a strength of the school. Children have many opportunities to develop their self-confidence, knowledge and skills across a wide range of activities. Key experiences include Citizenship for Action initiatives, which develop children's awareness of their roles as global citizens.
- Children raise funds for charities as part of a range of House activities. Examples include fund raising for Maggie's, involving the children wearing their school uniforms backwards; and for the British Heart Foundation by organising a 'healthy tuck shop'. Children take part in Red Nose Day and Comic Relief activities, and organise deliveries of food parcels to local senior citizens, at times sponsored by a national supermarket chain.
- These activities demonstrate important commitment which contributed to the school's Rights Respecting Schools award. Children from P5, P6 and P7 took part in a quiz organised by the local Rotarians, playing an important ambassadorial role for the school and demonstrating a strong sense of fair play. Children have opportunities to contribute to leadership for a number of clubs and activities, including lunchtime sports clubs.
- The school's 'vertical learning groups' initiative gives children good opportunities to develop and show wider achievements. Based on UNCRC articles, these experiences have engaged children across P1 to P7 in activities such as den building, exploring the school orchard, visiting Denny library, investigating aspects of global citizenship through the work of Mary's Meals, and studying the potential roles of engineering and wider science, technology, engineering and mathematics subjects in the context of earthquakes.

Equity for all learners

- Staff use tracking data carefully, with a specific focus on children with potential barriers to their learning, to ensure that all children have full access to the curriculum. Children and staff demonstrate, in their daily work around the school, the importance they attach to promoting a positive view of children's differences, celebrating these as important and welcome features of the school and its community. The school recognises the importance of tracking children's participation in wider achievements to identify children for whom further support and encouragement is needed. At present, the school does not record children's achievements individually, or provide sufficient opportunity for them to reflect on the skills gained from these experiences.

School choice of QI: 1.2 Leadership of learning

- **Professional engagement and collegiate working**
- **Impact of career-long professional learning**
- **Children and young people leading learning**

- As a team, staff demonstrate positive qualities of professionalism, engaging willingly in professional learning programmes within and beyond the school, and in some cases leading to advanced levels of qualification. Staff collectively and individually play active parts in seeking improvements in practice in the school and in leading important developments including programmes aimed at directly enhancing classroom practice and children's learning experiences. Teachers and support staff demonstrate qualities of leadership across a diverse range of the school's work.
- Staff teamwork is a strength in the school. Strong professional relationships in the school ensure that staff provide colleagues with helpful but robust and challenging comment on their practice, and constructive comment on any developments which they are leading.
- Staff demonstrated clearly how professional learning is helping them achieve important changes in their teaching, for example in developing children's learning strategies, their capacity to understand and express themselves as learners, and their skills in recognising their progress and next steps in learning.
- Children have many opportunities to influence learning, for example where senior pupils act as reading buddies for younger classes, members of the Pupil council or Eco Crew, or as part of the 'digital leaders' team.
- Children's 'can do', enterprising attitudes are encouraged in the school, recognised as a source of new ideas for improving the life of the school, and to provide opportunities for children to build leadership skills. Many other roles performed by children, for example on committees, as monitors or for House duties, provide them with opportunities to develop as leaders. Staff should continue to develop these duties into real opportunities for children to take decisions and lead aspects of learning.
- Young leaders in P6 are also currently being trained by the school janitor, who plays an important enriching role in many aspects of the life of the school. This positive development could be extended to include all children in upper stages, involving them in contributing routinely to the life and work of the school.

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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