

Summarised inspection findings

Tealing Primary School

Angus Council

22 January 2019

Key contextual information

Tealing Primary School is placed in a rural setting between Forfar and Dundee with a widespread catchment area. The school has three classrooms and a library area. There is an extensive outdoor area comprising of a grass pitch and a hard court area. The school also has an outdoor classroom. The school roll at the time of inspection is 44 children.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The recently appointed headteacher is developing a caring and nurturing environment as the basis for improving learning, teaching, and assessment across the school. A priority in the School Improvement Plan (SIP) is the development of a visible learning programme. This programme aims to support the development of resilience and encourage a growth mindset approach to learning. Across the school, children benefit from positive relationships with their peers and adults. Children are well mannered, friendly and are proud of their school community.
- Overall, the quality of learning and teaching is satisfactory. Children are eager to learn and are ready for more challenge and independence in their learning. Teachers, therefore, need to ensure learning of appropriate pace and challenge for all children. Approaches to learning and teaching require further development of differentiation and greater opportunities for open-ended enquiry based learning.
- Most children listen well and focus on their work, and are keen to contribute to class discussion. In a few lessons observed, children were off task and failed to complete an appropriate standard of work. From the pre-inspection questionnaire, the majority of children enjoy learning at school and feel encouraged by staff to do their best in class.
- The consistency in the quality of learning and teaching is variable across the school. As a result, there is not yet evidence of the impact of learning and teaching strategies on raising attainment for all and reducing the attainment gap.
- Almost all teachers provide clear instructions and explanations. There is scope for the school to provide opportunities for children to discuss and lead their learning. In the majority of lessons, learning intentions and success criteria are shared with children. The use of high quality learning intentions and success criteria should be developed across the school to ensure children are clear what it is they are learning and how they will know if they have been successful.

- In a few lessons, staff make good use of higher order thinking questions to challenge children and extend their learning. There is scope to develop this further. The school should now monitor children's progress and the quality of learning and teaching more frequently and rigorously.
- Recent in-service training from the Small Schools Cluster group has provided the opportunity for staff to refresh and update their knowledge on the use of learning intentions and success criteria. This should now be monitored to ensure consistent and effective approaches across all classes. Staff would benefit from using approaches to self-evaluation that are focused directly on the quality of learning and teaching.
- Children gather samples of their work in the Home/School learning journals. This includes evidence of writing, numeracy, and health and wellbeing. Parents have the opportunity to comment upon their child's work and all parents who responded to the inspection questionnaire believe that they receive helpful feedback on how their child is learning and developing.
- The 2018–19 SIP highlights the need to develop opportunities for children to take more responsibility for their learning. For example, re-instating the pupil council would provide a platform for children to become more actively engaged in their learning, provide a means of evaluating and feeding back progress to the whole school community.
- The school does not yet have information on children's attainment across all curriculum areas. The opportunities to link learning from all areas of the curriculum to the skills of life and work are not exploited as fully as they could be and therefore should be developed. Making use of the Careers Education Standard will support staff to have a greater understanding of skills progression within this area.
- Parents have funded the construction of an outdoor classroom and this resource offers considerable scope to provide children with opportunities to explore the curriculum in challenging and unfamiliar contexts. Children have been consulted on how to improve the outdoor spaces and have responded enthusiastically. Suggestions from the children include creating a pond and growing vegetables. The school is now well placed to develop further approaches to the use of outdoor spaces to enhance learning and teaching.
- Children can access digital devices and software across the school. These devices tend to be used predominantly for word processing tasks. Teachers should now consider more creative opportunities for children to use digital technology to enhance their learning where appropriate. The school should further expand the use of digital learning and digital literacy by ensuring that all staff can access relevant professional learning to develop their skills in this area.
- Effective and consistent use of assessment is not yet integral to the planning of learning and teaching across the school. In discussions with staff, they recognise and understand the need to continue to work as a team in ensuring robust arrangements for moderation. The school is well placed to include high quality assessments when planning and the use of benchmarks to support their understanding of national standards.
- The school's approaches to planning, tracking and monitoring the progress of all children requires further development. The current planning, tracking and monitoring system does not provide staff with a clear overview of the progression children are making in their learning. Staff track progress against Curriculum for Excellence levels but the data gathered does not effectively support the tracking of individuals or allow staff to plan effectively for improvement.

This is leading to planning where coverage of curricular areas is recorded but does not provide the breadth, depth, or challenge required to meet the needs of all learners effectively.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- The school has been involved in moderation activities. This has the potential to support staff to provide appropriate planned opportunities for children to demonstrate breadth, challenge, and application new and unfamiliar situations. Moderation activities now need to be expanded to include the whole moderation cycle. The staff would benefit from engaging further in local and national guidance on moderation and develop further their understanding of standards.
- From inspection activity, the school has overestimated the attainment of pupils. The headteacher is aware that the data provided by the school is not robust and reliable and there has been an overreliance on standardised assessment data.
- Across the school, attainment in literacy and numeracy is satisfactory. The majority of children could be making better progress including those from different cohorts such as those with additional support needs.

Attainment in literacy

Listening and talking

- Across the school, most children listen well to adults and respond well to adults and each other in a respectful way. Overall children are enthusiastic to contribute and share their thoughts and ideas. There is scope to increase the type and range of opportunities for children to talk and discuss within the classroom. At early level, the majority of children attempt to take turns when listening and talking in a variety of contexts. At first level, the majority of children can take turns and contribute at the appropriate time when engaging with others at the appropriate time. At second level, the majority of children are able to build on their ideas and views of others.

Reading

- Across the school, children are encouraged to read for pleasure and most can discuss the books they are reading at home. At all levels, reading activities should be developed further to ensure a range of strategies are being taught. At the early stages, the majority of children are using knowledge of sounds, letter, and patterns to read words. Almost all children know the difference between a letter, word, and numeral. Children would benefit from more regular opportunities to read aloud. At first level, the majority of children can read aloud a familiar piece of text and can show understanding. A few children can add expression. At second level, the majority of children are able to read with fluency and a few read with expression using appropriate pace and tone. At first and second level, there is scope to develop ability to add expression when reading.

Writing

- At early level, a few children can form most lower case letters legibly. At first level, the majority of children can spell common words correctly. A few children are aware of the impact of different sentence openers and conjunctions and are able to use these in writing. At second level, the majority of children use paragraphs to separate thoughts and ideas. There is scope to develop children's writing skills further through dedicated taught lessons and by providing children with planned opportunities to write more regularly for a variety of purposes.
- Children would benefit from further planned opportunities to apply and extend their literacy skills in other areas of the curriculum.

Attainment in numeracy

- Across the school children are able to use their rounding skills appropriately. There is scope to develop children's numeracy and mathematical skills in particular their mental agility skills and their ability to select and communicate processes and solutions. Children at all levels would benefit from being given regular planned opportunities to solve multistep and word problems.

Number, money and measure

- At early level, most children recall number sequences forward within the range 0-30 and recall the number sequence back from 20. A few children read analogue o'clock times. At first level, the majority of children add tens and units and a few can add hundreds, tens and units. There is scope to develop children's fluency when carrying out addition and subtraction calculations. This will help them when solving addition and subtraction word problems. A few children identify the numerator and the denominator. The majority of children record times using am and pm and are able to identify 24 hour notation. At second level, most children partition whole numbers and decimal fractions to two decimal places and multiply whole numbers by multiples of 10 and 100. There is scope to improve children's ability to estimate the duration of a journey based on knowledge of the link between speed, distance, and time.

Shape position and movement

- At early level, most children understand the language of position. At first level, the majority of children name and identify 2D shapes and 3D objects. A few children use mathematical language to describe the properties of a range of objects. At second level, the majority of children know that the radius is half the diameter.

Information handling

- At early level, the majority of children use knowledge of colour and shape to match and sort items in a variety of different ways. At first level, a few children can use mathematical language appropriately to describe the likelihood of events occurring. At second level, a few children can use the language of probability accurately to describe events occurring. This aspect of mathematics needs to be developed and improved at first and second level.

Attainment over time

- The small number of children at each stage makes comparisons of year on year attainment challenging. The school is at the early stages of tracking appropriately. The headteacher is aware of the need to implement a clear policy for tracking attainment, which incorporates all available data. There needs to be a robust system of tracking in place to analyse data and identify key areas of strength. Interventions should be planned based on the scrutiny of available data. As the tracking system approaches develop, it has the potential to enable staff to monitor the progress of individuals and groups of children. This can help to identify children

who require challenge and support and raise attainment across the school. The school is now ready to use the advice and guidance from the local authority on tracking monitoring.

Overall quality of children's achievements

- The majority of children are able to interact with peers, staff and visitors with confidence. Children in P7 are given the opportunity to become house captains. Other groups such as eco committee, enterprise committee and the library group have not yet been re-established since last session. These groups have the potential to provide children with leadership opportunities. The staff recognise the need to provide children with a wider range of leadership opportunities and are eager to make progress in this area.
- Achievements are celebrated in a range of ways. Children bring in certificates from home, and these are photographed and displayed in classrooms. Children use their learning journals to write about achievements. The school is well placed, as part of their review of tracking, to consistently gather, track and monitor information on children's achievement. This should include developing approaches to ensure children can talk about the skills they are acquiring through these activities.

Equity for all learners

- Staff and the headteacher have articulated an understanding of the socio-economic background of all children. Further professional discussion and research would ensure that interventions are appropriate, targeted, and have a clear rationale. The headteacher is aware of the need to measure the impact of any future interventions. The staff report that interventions funded through the pupil equity fund have not had an appropriate impact.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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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