

Summarised inspection findings

Gallowhill Primary School

Renfrewshire Council

SEED No: 8625026

22 March 2018

Key contextual information

Gallowhill Primary School and Nursery is situated in the Paisley area of Renfrewshire. At the time of inspection the roll of the school was 253 in the school and 57 in the nursery. Over 80 percent of children attending the school live within SIMD deciles 1 and 2. As part of the Scottish Attainment Challenge, the school had been identified as a challenge school. The 2017/18 Pupil Equity Funding allocation for this school was £154,800.

1.3 Leadership of change

satisfactory

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

- All staff are highly committed to providing a welcoming and positive learning environment in which children feel happy and safe. They demonstrate a knowledge of the socio economic context of the school and are aware of the barriers and challenges faced by some children and families. The school's vision and aims reflects the work of the school and the positive steps staff have taken to meeting the needs of children. The recently developed values were devised in collaboration with parents and children. These values were developed to capture the caring ethos of the school. Staff now need to help children understand what these values mean in their day-to-day learning and in their interactions with others. The school should consider how they can further develop their aims to reflect the national, local and school priorities for improving children's attainment and ensuring that children achieve as highly as possible.
- The senior leadership team are highly respected by all members of the school community. They have created a positive ethos in which children are treated with respect. Together with staff, the senior leadership team are instrumental in developing nurturing approaches across the school to ensure children experience positive relationships with staff. They now need to further develop nurturing approaches across the school and help children display more positive relationships with each other. The headteacher recognises the importance of engaging with families and has implemented a range of family learning initiatives and supports from other agencies. Parents and carers are positive about the support offered by the school and agencies such as Families First. The senior leadership team, together with staff, should now ensure that change and improvement is resulting in better outcomes for all learners. Staff now need to develop more robust approaches to evaluating the impact of initiatives to determine what is working well and leading to improvements. Change and improvements should be clearly focussed on improving children's attainment and achievement.
- The school has developed a plan for the use of Pupil Equity Funding (PEF). There is a clear understanding by senior leaders that the funding should be used to improve attainment for children and this is reflected in the planned interventions such as increased

staffing to implement targeted reading support. Staff are not currently monitoring the impact of the interventions within the plan to ensure they are achieving the desired outcomes and that they are raising attainment

- Improvement planning takes account of the national and local authority priorities in relation to improving attainment, in literacy and numeracy. Senior leaders and staff have correctly identified priorities for improvement, some of which are impacting positively on outcomes such as implementing Stages of Early Arithmetic Learning (SEAL) approaches. There now needs to be greater scrutiny of the impact of improvement priorities to determine if they are raising children's attainment and leading to sustained outcomes for learners.
- Staff across the school are proactive in taking on leadership roles in order to take forward improvement priorities and a range of other initiatives such as developing nurturing approaches and behaviour support programmes. Staff should now evaluate the impact of these on children's learning, engagement and attainment. Staff are positive about their professional learning opportunities. Newly qualified staff and those at the early stages of teaching are well supported by the senior leadership team. Staff across the school would now benefit from opportunities to visit other schools and further professional learning linked to improve learning, teaching and assessment.
- All staff benefit from regular professional review meetings with senior leaders. Staff are positive about the opportunities they have to identify professional learning needs. Professional learning should now be more focussed on priorities that will lead to improved outcomes and better attainment such as learning and teaching approaches and targeted support for children who face barriers to their learning.
- The senior leadership team should develop more robust approaches to tracking and monitoring progress of all learners with a clear focus on raising attainment. Planning and attainment meetings should include more rigorous discussion related to meeting the needs of all children and raising attainment.
- There are opportunities for a few children to take on leadership roles across the school such as house captains and pupil voice. There is scope to develop pupil voice across the school and provide more opportunities for them to be involved in change and improvement.

2.3 Learning, teaching and assessment

weak

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

Learning and engagement

- The school has identified the need for a strong focus on developing positive, nurturing relationships across the school and in all classes. Positive relationships between children and staff are evident.
- Staff recognise the need to continue to promote positive behaviour and respect. Current approaches are not yet impacting sufficiently on low level disruption and engagement in lessons. Where activities provide interest and challenge, the majority of children engage well in lessons and enjoy their learning. In more than half the lessons observed, low level disruptive behaviour impacted on the learning of the class. The school's work on children's rights and values has not yet had an impact on the ethos of the school.
- In a few lessons, teachers share learning intentions and success criteria successfully. The effective use of learning intentions and success criteria should be developed consistently across the school and across curriculum areas. This will enable all children to clearly understand the purpose of their learning, how to achieve success and will in turn support peer and self-assessment. Overall, learning is overly teacher-led with few opportunities for children to exercise choice, responsibility and independence.
- In a few lessons, teachers differentiate learning for groups of learners and individuals. However, overall, learning is not sufficiently challenging and this is having a negative impact on children's progress and engagement in learning.
- When given the opportunity, a few children work well together. Teachers need to ensure that children across the stages have a good understanding of cooperative learning strategies in order to work together more effectively.
- Staff should work towards involving children more in planning their learning and enabling them to have leadership and ownership of learning. Staff should create opportunities for greater breadth and depth in learning.

Quality of teaching

- The consistency in the quality of learning and teaching is variable across the school. As a result there is not yet evidence of impact of learning and teaching strategies raising attainment for all and reducing the attainment gap. There is a need to develop an understanding about how high quality learning and teaching will contribute to improvements in attainment and equity. This shared understanding of effective learning

and teaching approaches at all stages in the school should be developed as a matter of priority. Teacher's planning should include more relevant contexts for learning that are motivating and meaningful.

- Whilst children are praised when they do well, appropriate written and oral feedback is not embedded sufficiently and does not yet focus on next steps in learning. Across classes children are not clear about their learning targets and the part they play in helping them improve. To increase children's ability to talk about their progress in learning, staff should ensure that all children benefit from co creating learning targets which are regularly referred to and evaluated.
- In a minority of classes teachers are promoting higher order thinking. All staff should continue to develop the range and type of questions used in class to ensure depth of understanding.
- The school is beginning to increase its use of digital technology but there is scope to develop this further.

Effective Use of Assessment

- Teachers are at the early stages of using a broad range of assessments, including standardised assessments in reading, to monitor progress in literacy and numeracy. Overall, there is significant scope to improve the approach to assessing children's progress across the school. As agreed with the head teacher, the next step is for the school to develop a coherent assessment framework. This will ensure that teachers are supported in selecting assessment approaches which are fit for purpose and which generate a wide range of assessment evidence of learning.
- Teachers are beginning to use a variety of formative assessment strategies. These are not yet being used consistently or effectively across all classes. Formative assessment strategies do not yet focus on what learners need to do next in order to improve. The school should continue to develop a clear and shared understanding of assessment for Learning.
- Teachers are at the very early stages of planning assessment as an integral part of effective learning and teaching. There is a need to develop approaches to assessment that evidence breadth, challenge and application in learning. Teachers are beginning to develop their confidence in making assessment judgements about Curriculum for Excellence levels. They should continue to work with colleagues in their learning community to build their capacity to use the National Benchmarks to support assessment judgements. More robust arrangements for moderation should be a priority.

Planning, Tracking and Monitoring

- The school is at the early stages of introducing an effective tracking and monitoring system. Staff should continue to develop systems that will enable staff to track attainment over time across the curricular areas. Children and their parents should be clear about strengths and areas for development and, how to achieve learning targets. Parents would benefit from being more fully involved in helping children achieve their learning targets.
- Teachers' planning in literacy and numeracy needs to take greater account of summative as well as formative assessment data. This will enable them to identify children who require support and challenge more readily. Progress meetings between senior leaders and teachers should be used to support this process. These need to be regular and more

focussed on evidence of the progress of individual children. This will help support the drive towards raising attainment and closing the gap.

- Senior leaders and staff need to plan, monitor and measure the outcomes and impact of different interventions planned to support children in their learning. At present, too many interventions result in fragmentation of learning for some children and a lack of continuity in learning.
- Senior staff recognise the need to carefully track the attainment of children with additional support plans and to make sure the children and their parents are fully involved in discussions about targets and how to achieve these. Children should be driving and leading their own targets which should be more specific and measurable.

2.2 Curriculum: Learning Pathways

- The school should review the curriculum rationale to ensure that it reflects the context of the school and offers an ambitious and aspirational vision which provides a relevant framework for the work of the school in raising attainment. The headteacher has rightly identified the need to develop a curriculum overview that takes account of this rationale. Staff should progress with this work as a priority to ensure pupils experience a coherent and progressive learning experience across all areas of the curriculum.
- There is opportunity to review curriculum planning to ensure that effective progression pathways are developed and implemented for all curriculum areas. This will ensure children make appropriate progress through the CfE levels in all subjects. These pathways should correlate closely with national benchmarks, be aspirational and place assessment at the heart of learning and teaching. This work will support teachers' understanding of standards and expectations and will help to provide more appropriate challenge for individual learners, raise expectations and attain consistently high standards. As agreed with the headteacher, the development of effective progression pathways for literacy, numeracy and health and wellbeing should be a priority.
- The school should work to develop further its approaches to interdisciplinary learning (IDL). Teachers should develop a shared understanding of how to help children make natural, relevant and meaningful links across learning. This will promote the application of skills across various disciplines. The opportunity for children to influence planning in this area should be developed further.
- Children do not have sufficient opportunities in outdoor learning and learning for sustainability. The school should develop an outdoor learning programme which enables all children to learn through investigation, enquiry and problem solving. As this work develops, staff should ensure children can articulate the skills they are developing and their relevance to learning, life and work.
- Staff should continue to explore the Career Education and Developing the Young Workforce agendas and how these can support children in developing valuable skills for life, learning and work.
- Relevant to health and wellbeing, children experience two hours of physical education each week and the school offers a range of sporting activities in school clubs throughout the year.

2.7 Partnerships: Impact on learners - Parental Engagement

- Staff across the school are committed to developing good quality partnerships with parents. A range of initiatives are in place to encourage parents to become involved in their child's learning, such as weekly pizza reading sessions, homework clinics and bedtime story workshops. As a result, parental engagement in the school has increased. There is scope to further improve parental engagement through evaluation of actions and outcomes to date. The school would benefit from considering how they can build on their recent successes in family learning and identify next steps, with a clear and explicit focus on improving attainment in literacy and numeracy.

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. Areas for development have been agreed with the school and the education authority

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- The headteacher has created a caring ethos in which relationships between children and staff are positive. There is an appropriately strong focus on meeting the social and emotional needs of children and their families. As a result, a few children are now becoming more engaged in learning. As a result of the ongoing work of the school to engage families in learning and in the life of the school, some families are now better placed to support their child's learning. The school should now develop more robust approaches to developing wellbeing that will help them improve outcomes for all children. Staff should develop approaches to tracking and monitoring progress in health and wellbeing to enable them to better understand the specific needs of children and the impact of interventions. Staff would benefit from further professional learning related to Getting It Right for Every Child to help them understand key issues that may present barriers to learning and how they can help children overcome these barriers and achieve greater success. Children would also benefit from developing a greater understanding of their own wellbeing and what they can do to improve.
- Almost all children say that they feel safe in school. A few children identify bullying as an issue. In focus groups with children, some also stated that bullying was an issue. The school should work with children to gain a greater understanding of bullying issues and implement approaches to eliminate bullying. Support staff are positive about the "Resolve" approach to dealing with conflict in the playground and identify that this approach allows children an opportunity to self-regulate and identify how to improve their own behaviour. Relationships between children are not always positive and some children display low level disruptive behaviour in class. Staff should review their approaches to dealing with behaviour issues.
- A few children benefit from specific programmes aimed at helping them improve their social skills and develop improved emotional wellbeing. It would be beneficial to develop an outcome based approach to these programmes to enable children and staff to understand what they are trying to achieve and if they are succeeding.
- The school has in place approaches to identify the additional support needs of children. The recently appointed depute Headteacher (DHT) ensures that there are appropriate arrangements for sharing information with staff relating to additional support needs. Staff have an understanding of some of the barriers to learning that a number of children face. They now need to develop a greater understanding of the range of needs and respond appropriately to ensure children are fully engaged and included. Individualised educational plans are in place for a few children who require them to help track their

progress in learning. Staff would benefit from further support in providing tasks activities and resources that effectively meet the range of learning needs in classes. A further review of approaches to meeting the needs of children with additional support needs would help senior leaders and class teachers provide effective targeted support. This should include a review of the deployment of support staff to ensure they are being used effectively to support children.

- In classroom observations, inspectors identified some children who appeared to face barriers to their learning and would benefit from additional support. There needs to be more robust approaches to tracking and monitoring attainment and achievement of children with additional support needs. The school recognises the need to evaluate strategies more rigorously and robustly to ensure that children make appropriate progress. .
- The school works well with a range of partners to meet the needs of children who face barriers to their learning. Partners are positive about the work of the school and the capacity of staff to implement support programmes such as programmes to support learners who are new to English and those who require support with language and communication. The school also makes effective use of external support agencies such as social work services to meet the health and emotional needs of children.
- Staff across the school are clear in their roles and responsibilities in relation to child protection and keeping children safe. School staff undertake annual child protection training and are confident that this training provides enables them to understand procedures and protocols. The school and education authority should ensure that catering staff are appropriately trained in child protection issues.
- Attendance figures do not demonstrate sustained improvement and overall attendance is below the national average.
- The local authority are not able to demonstrate that nutrient standards for school lunches are being met. The presentation and quality of school lunches also requires to be reviewed. Currently, food served in disposable packaging three days a week is not supporting children to develop good eating habits or develop social skills
- Staff are committed to ensuring that all children are included in all aspects of school life. They have an awareness of children who face additional challenges social and emotional challenges and are proactive in ensuring children feel valued and respected and that they are included in the life of the school. Staff now need to ensure that there are effective strategies in place which are improving attainment, achievement and levels of engagement for children who face barriers to their learning.

3.2 Raising attainment and achievement

weak

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

- Overall, children, including those requiring additional support, are not yet making appropriate progress in their learning. The school's attainment is significantly lower than other schools in Renfrewshire Council and those schools with similar SIMD profiles. Children's attainment in literacy and English language and numeracy and mathematics is weak. Attainment data provided by the school for session 2016/2017 is based on teachers' professional judgements. Engagement in further moderation opportunities that continue to develop a shared understanding of the achievement of a level will help ensure this data becomes increasingly more reliable and robust.

Attainment in literacy and English

- Overall children's attainment in literacy and English language is weak. Children are making insufficient progress from prior levels of attainment in Literacy and English language and overall progress has important weaknesses. The school has identified the need to improve children's attainment in literacy and is being supported in this through the Scottish Attainment Challenge (SAC) and Pupil Equity Funding (PEF). The school has subsequently identified groups of children who are involved in a number of targeted literacy interventions, such as the use of running records and Miscue Analysis and a range of strategies aimed at building the profile of reading for enjoyment across the school. There now needs to be careful monitoring and tracking of these interventions to ensure they are leading to improved outcomes for all children.

From lesson observations, pupil focus groups and documentation provided by the school the following evidence was gathered:

Listening & Talking

- Overall, children's attainment in listening and talking is weak and the school would benefit from developing a clear and progressive programme for listening and talking. Across the school, children's skills in discussion groups and building on the ideas of others require significant development. Children at all stages require more experience in considering others' points of view and listening and responding to each other in a respectful and productive manner. There is a need to support children to develop and practice the co-operative learning skills required to achieve success when working in small groups. At the time of the inspection, most children in P2 could give simple responses to questions and share their views and opinions about topics. Most children could hear and articulate sounds in words. In P5, most children could answer simple questions about the difference between a play and a novel. By P7, children had taken part in class

discussions, debates and individual talks. They now need more experience in leading these discussions independently.

Reading

- Overall, children's attainment in reading is satisfactory. Most children across stages stated that they enjoyed reading and were able to discuss the main idea of a story and predict what happens next. Children working towards the early level in P1 are introduced to sounds and beginning to blend these sounds appropriately using a range of active approaches. A few children who are showing confidence with initial sounds and blends should be challenged further. Most children working at first and second levels can read familiar pieces of texts aloud but should now work on developing expression and fluency. Most children at second level can explain why they preferred particular authors and can make relevant comments about characterisation and setting. Overall, there is a need to continue to develop children's higher order thinking skills and critical skills in literacy.

Writing

- Overall, children's attainment in writing is weak. Across classes, children are beginning to benefit from a variety of new strategies to improve the quality of their writing. These strategies are not yet embedded fully in children's learning and, as such, staff should continue to monitor the impact closely. The majority of children across the school spell common words accurately. In P1, children can identify capital letters, full stops and finger spaces. They should now be encouraged to take this forward in their own writing. In P4, the majority of children are linking sentences using conjunctions. Children at P6 and P7 are beginning to write at length but they should be encouraged to use planning, drafting and editing techniques to improve their writing. Children across the school would benefit from receiving more focused feedback on how to improve their writing. This should be based upon relevant success criteria. There should be more regular opportunities for children to produce extended pieces of writing. Across the school, a focus on handwriting and presentation of work is required. Overall writing needs to be given a higher profile with more children's work displayed and celebrated across the school.

Attainment in numeracy and mathematics

- Overall, most children's attainment in numeracy and mathematics is weak. Children are making insufficient progress from prior levels of attainment. There is scope to continue to develop children's skills in all aspects of the mathematics and numeracy curriculum. This should include a particular focus on improving pace, challenge and differentiation within this area. From data provided by the school and evidence gathered during the inspection, less than half of children achieved early, first and second level by the appropriate stage. Across the school, attainment from prior levels shows some small increases but there is still significant scope for improvement. Senior leaders are beginning to analyse attainment performance. Rigour now needs to be added to the tracking systems and to the quality of professional dialogue to ensure all staff understand the actions needed to meet learners' needs effectively. There is a need to engage in effective moderation of children's experiences and activities to ensure shared standards and expectations.
- At almost all stages in the school children would benefit from more opportunities to develop a greater understanding of the relationship between different mathematical concepts. There is a need to regularly identify mathematics and numeracy in the context of everyday life to promote positive attitudes and an understanding of the importance of number in learning life and work.

Number, money, measure

- Across the school, children are developing their mental agility through number strategies. This is at the very early stages of implementation and strategies are yet to be sufficiently embedded within practice in the classroom. For children working within second level, there is scope to increase the consistency and frequency of opportunities for children to complete written calculations, and to ensure that there are higher expectations of presentation. Children's work should be dated to ensure they can understand and share progress in their learning.
- Most children working towards the early level in P1 are not yet confident in counting forwards and backwards within 20 and are not yet able to identify correctly the number before and after. Most children who are beginning to work within second level can add 3 digit numbers and multiply by one digit. Some children can discuss the strategies used. By P7, children working towards the second level can successfully find percentages and find fractions of whole numbers.
- Children in P4 and P7 focus groups knew they had undertaken learning in particular aspects of numeracy but were not confident in recalling it to answer questions. There is a need to ensure that learning is regularly revisited to ensure consolidation and reinforcement of concepts.
- Children working towards early level understand there are a range of coins and that they have differing value. By P7 children can successfully add and subtract money within £100. Across the stages children would benefit from developing their knowledge and skills in financial education in real-life contexts.
- Children in P3 are developing skills in measuring familiar objects using non-standard units. In P5 and P6 children are able to calculate time intervals. In P7, children convert between 12 hour and 24 hour times accurately.
- At first and second levels most children are not confident in using estimation and would benefit from more opportunities to estimate and measure in real life contexts.

Shape, position and movement

- In P2, most children can identify a range of 2D shapes. At P5 children are able to correctly name and identify the properties of 3D objects. In P4, a few children can identify the 4 compass points on a diagram. By P7, children can identify lines of symmetry, different types of triangles and can use the language of sides, vertices and faces. Whilst there is evidence of learning across some organisers within shape, position and movement and chance and uncertainty, children are less confident in answering questions in many of these aspects. Staff should consider their approaches to planning to ensure children develop conceptual understanding of key concepts and have opportunities to more regularly apply their learning in new and unfamiliar contexts.

Information Handling

- In P1 children were using bar graphs to record and interpret information about their favourite colours. By P5 children were able to use tally marks to construct bar graphs to identify favourite books by a particular author. In P7 children are using line graphs and pie charts to record the findings of surveys of their own choice. Children throughout the school require to explore a more diverse range of graphs and charts and appropriate use of software applications as appropriate to their stage.

Problem Solving.

- Children in P7 working towards the second level are able to apply their number processes to word problems and were able to successfully calculate which product offered best value.

Overall quality of learners' achievement

- The school is developing a culture that celebrates and recognises children's achievements. Children are recognised at assembly for being successful learners, confident individuals, responsible citizens and effective contributors. Senior leaders are aware of the need to develop further whole school tracking and monitoring of children's achievements.
- Children across the school are encouraged to participate in clubs and activities offered at lunchtime and after school. In focus groups, children found it difficult to articulate the skills they are learning from wider achievement opportunities. The school should extend the opportunities children have to reflect on these skills. This will help them understand what is going well and where they need to improve further.
- A few children are involved in school committees and groups. They are learning about the skills they will need to work with others to bring about changes and improvements in different areas of school life. There is significant scope to increase the number of these groups and ensure opportunities for pupil voice are improved. Children will require support to engage meaningfully and benefit fully from their involvement in these opportunities.

Equity for all learners

- The headteacher and staff understand the socio-economic context of the school community. . They know children well and are aware of the barriers to learning that they experience. Staff are at the early stages of identifying clearly gaps in attainment. A lack of robust evidence is having a negative impact on the ability of staff to raise attainment. . Senior leaders are aware of the need to use information gathered to monitor different groups of children and identify the impact planned interventions are having on their attainment. Further work is required to make effective use of a wider range of data for example attendance, lateness, engagement and participation. This will enable a broader and more effective range of interventions to be implemented to close the attainment gap.
- The school has made a start to implementing its plans for the pupil equity funding (PEF). Senior leaders are aware of the need to monitor and gather robust evidence on interventions and the impact on outcomes for all children. They need to ensure that their approaches to improving equity result in raised attainment for all learners.

School choice of QI : 2.5 Family Learning

- **Engaging families in learning**
- **Early interventions and preventions**
- **Quality of family learning programmes**

- The headteacher and staff are committed to engaging families in learning and in providing support to families. Staff pride themselves on the positive relationships they have with families and the mutual trust and respect. Universal support is offered to all families through ongoing communication with staff, an open door policy and a welcoming school ethos. Parents are invited to attend regular whole school learning events. For example, parents are invited to attend assemblies, school shows and the open classroom. Attendance at parents' events is increasing.
- Staff and partners have a good understanding of the social and economic context of children and their families. They work well with a range of partners such as Families First to support parents overcome barriers that may impact on children's learning.
- The school has identified the need to develop a range of programmes and initiatives to support families and help parents and carers engage more fully in their child's learning. This identification of need has resulted in a wide range of programmes and activities such as pizza reading, bedtime stories, spelling workshop and maths workshops. Attendance at these events is relatively small, however staff have identified how these events benefit the children and families who attend.
- The school has correctly identified the importance of engaging families as fully as possible as a vital element in raising attainment and achievement. They should now continue with this work and evaluate the impact of what they have achieved to date in order to devise a clear plan for how they can further engage and support parents.



Section Two

Summarised Inspection Findings

Gallowhill Primary School and Nursery

Key contextual information

The nursery provides a learning and childcare service to a maximum of 40 children, 10 children aged from two years to under three years and 30 children aged from three years to those not yet attending primary school.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change.

- Respectful and nurturing approaches underpin all aspects of the work and life of the early learning and childcare setting. This is having a positive impact on children and families through the high quality of caring interactions evident throughout the day. Practitioners should now revisit the vision, values and aims to ensure that they more effectively inform planning for improvement and reflect national priorities fully. They could also explore the vision, values and aims with children to enable them to understand their role in shaping and improving the learning environment. This could be done by revising the Golden Rules in playrooms.
- There is a culture of improvement in the setting. Practitioners take on leadership roles in their work with children and families. They share a commitment to improving their skills through professional learning and use this to take forward aspects of provision. As they continue to implement change they should further develop their skills and confidence in monitoring and evaluating the impact of their work on children and families. Improvements to assessment and tracking will contribute to this. The early years teacher provides very effective support to practitioners in developing aspects of early learning. The support and training she provides contributes well to improving learning experiences for children in early literacy and numeracy.
- Practitioners are reflective about their practice and strive to improve the service they provide for children and families. The depute head of the school spends time in the playrooms on a regular basis. She provides some formal feedback through monitoring and

supports practitioners well through regular discussions. This is helping to identify what is working well within the setting and what could be improved. Practitioners are at an early stage in using How good is our early learning and childcare? to evaluate their work. Senior leaders and practitioners should now make more effective use of national guidance to develop more robust, systematic and informed approaches to monitoring, evaluating and improving the quality of early learning and childcare provision. This should fully involve children, parents, practitioners and partners and should establish clear direction for improvement across the early learning and childcare setting.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experiences for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

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

- The caring and nurturing ethos of the setting contributes to a calm and purposeful learning environment for all children. Toddlers are relaxed and confident in their playroom and are well supported by practitioners. This is helping them develop independence and self-reliance well. Home visits enable practitioners to begin to build strong relationships with parents and to get to know young children better prior to their admission to the setting. This means that transitions are more informed and children are very well supported from the start.
- Most children aged three to five years are motivated and actively engaged in their play almost all the time. They choose the resources they need for their play with confidence because they know their playroom well and have a clear sense of belonging. Children cooperate well together and are able to concentrate for sustained periods. Practitioners have identified the need to continue to improve the range and quality of outdoor learning experiences for children of all ages, for example to include more opportunities for children to learn about sustainability. They should monitor the experience of children who have extended time in the setting to ensure that they are supported to sustain motivation and engagement through the day. Children are observed to be safe, happy and relaxed in the setting.
- A good understanding of how children learn informs practice across the setting. Sensitive responses and helpful interactions support children to develop their ideas and interests well. Practitioners working with toddlers skilfully adapt their interaction style so that all children have their voices heard. They should continue to develop their use of national guidance, including Building the Ambition, to further enhance their good practice. There is a good balance of child initiated and practitioner supported experiences. Children are enthusiastic and motivated in adult supported experiences. They are learning and achieving well as a result. Practitioners should now evaluate play experiences to ensure that children enjoy challenging opportunities to apply more independently the skills they are learning alongside adults.
- Practitioners know children well as learners. They use a range of approaches to find out about and record children's achievements and progress. As discussed, managers should take forward plans to improve practitioners' confidence in using observation to support effective assessment. Practitioners are developing a more accurate picture of children's progress in essential aspects of early learning including wellbeing, early literacy, numeracy and mathematics. They should now streamline tracking and monitoring to make more effective use of assessment to plan learning and to evaluate the impact of their work.

Regular professional dialogue should be used to monitor the progress and next steps in learning for each child. Involving children and parents in agreeing achievable targets will promote further parental engagement in supporting children's learning. It will also enable children to develop their sense of themselves as successful learners more.

- Overall, responsive planning approaches mean that most experiences enable children to build on their interests well. Approaches already introduced, such as the use of floor books and mind maps, could be developed further to support children in planning and evaluating their own learning. They could also be used to help children make links more between the skills they are developing and the world of work.

2.2 Curriculum: Learning and development pathways

- The curriculum is firmly based on play and strong nurturing relationships. Practitioners working with children aged under three years use national guidance Pre-birth to three and Building the Ambition to plan experiences.
- Home visits and early assessment of key aspects of early learning provide a good foundation for transition into the setting for younger children. Strong relationships and daily sharing of information helps to ensure very good continuity of care and support for younger children.
- Practitioners working with children build well on the skills, knowledge and understanding children bring and they are able to show the progress children make as a result. The curriculum incorporates a broad range of experiences and outcome from Curriculum for Excellence and provides good opportunities for children to develop their personal interests.
- Practitioners understand their role in developing children literacy, numeracy and wellbeing. Securing children's wellbeing is central to the work of the setting. Practitioners need to continue to develop confidence in planning and evaluating learning to ensure children experience challenge, depth, and are able to build progressively on their skills across the curriculum.
- Children enjoy outdoor experiences every day. Practitioners have identified outdoor experiences as an area for further improvement.
- The school has begun to consider how learning and development pathways might begin to afford more continuity and progression in children's learning as children transition to primary one. They should review the pace of change in this area of their work.

2.7 Partnerships: Impact on children and families - parental engagement

- Practitioners have strong relationships with parents. They work well with families and encourage a partnership approach to developing children's wellbeing and skills. Trusting relationships encourage parents to discuss any concerns about their children's development and learning as early as possible. This enables practitioners to provide some early intervention support. Effective partnership work with agencies in the community, including a family support service based in the school, means that families can be speedily directed to sources of support and assistance.
- The setting should continue to develop partnerships to enhance children's motivation for learning. In doing so they should build on existing partnerships with local emergency and community services.
- There is scope for children to be more meaningfully involved in decisions that affect their learning. This could be begun through more engagement with children and families around the wellbeing indicators and United Nations Convention on the Rights of the Child.

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

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

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

- There are very strong caring relationships in the nursery. As a result there is a warm, respectful and positive atmosphere. Practitioners recognise the central importance of relationships in supporting children's social and emotional wellbeing. They should consider using a more structured programme to build on their work on helping children to recognise the emotions and feelings of others. Practitioners are attuned to the various needs of children and their families and are committed to improving their outcomes.
- The principles of Getting it right for every child are embedded throughout practice. The nursery is at an early stage of using the language of the wellbeing indicators. They now need to support children and parents to develop an awareness of what it means to be safe, healthy, active, nurtured, achieving, responsible, respected and included in meaningful ways. Wellbeing indicators could be used to inform regular planning for children.
- Practitioners value the views and opinions of children. They now need to continue to encourage children to express their choices and opinions. They should also encourage the children to be aware of their rights by promoting the United Nations Convention on the Rights of the Child. This could be implemented in conjunction with the development of the wellbeing indicators. Practitioners recognise that they need to expand the ways that children are involved in both leading their learning and taking on leadership roles such as snack helpers.
- Practitioners know each child and their personal circumstances well. This allows them to suggest appropriate support for families. Practitioners are strongly committed to improving outcomes for all children. They identify appropriate help at an early stage from other agencies for children with additional support needs. Where children do have additional support needs appropriate planning ensures that they make the best possible progress. The manager should ensure that an individual education plan is considered at the appropriate stage in the local authority staged intervention process. Action should be taken to ensure that children who require to be considered for a Co-ordinated Support Plan are reviewed without delay. Managers and practitioners would benefit from attending appropriate training on current legislation to further build on their knowledge of statutory duties.
- Inclusion and equality is promoted throughout the work of the setting. Practitioners value and celebrate the diverse backgrounds, faiths and interests of all children and families. There is a positive and respectful ethos where everyone is valued. Practitioners should continue to explore how they can engage children in continuing to learn about equality and

diversity in a way that is age and stage appropriate. Commendably the library has several appropriate books which challenge stereotypes such as gender.

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.

- Children under three are developing their early language and communication skills well when compared with their developmental assessments. They show a keen interest in songs, rhymes and books. They are curious about the world around them and enjoy developing their physical skills through use of the outdoor area. Children under three years of age show a growing independence in the environment and are becoming familiar with nursery routines. Exploration of sensory play materials, malleable materials and resources enable the majority of children to develop their early mark-making skills. Most children are able to name different colours and are starting to count. A few children can recognise numbers. Parents are encouraged to borrow books from the nursery to encourage the keen interest their children are showing in books.
- Most children are developing good progress in literacy and language skills. This is evident when compared with the results of the baseline assessment at the beginning of the term. Practitioners use a wide range of structured programmes well to promote these skills. Children communicate well with practitioners and each other. They listen well during small group activities. Children use an appropriate range of vocabulary and a few can use descriptive language well. Most children can recognise their name at snack time and a few children are able to recognise other words within the environment. They enjoy looking at books individually in the story corner and with practitioners in small groups. Emergent writing and mark-making skills are developing well through a variety of appropriate experiences such as making their own books. A few children are able to write their name independently. Practitioners encourage children to access resources for mark-making across the playroom. Children would benefit from being able to develop further their early writing skills through real-life contexts, for example, writing letters with support from practitioners to partners in the local community. Parents are encouraged to take books and materials home to engage their children more in developing literacy and language skills.
- Almost all children are making good progress in mathematics and numeracy. Most count with growing confidence during play when exploring resources such as building blocks and when playing outdoor games. Children are also experiencing simple data handling as they create bar charts for their favourite book of the month. Most children recognise two dimensional shapes and show an interest in learning more about shape. Children use

mathematical language well to compare size when playing at the work bench. Children benefit from opportunities to use money in pretend shopping situations. They are developing their concept of time. There is scope to integrate more opportunities for children to develop and apply early numeracy skills across the curriculum both indoors and outside in their play. This will support children to make the best possible progress in learning.

- All children are making good progress in health and wellbeing. They are respectful and caring to each other, and are forming good friendships. Children aged three to five independently select snacks and clear away. They have good awareness of healthy lifestyles through participation in tooth brushing routines and discussions with practitioners on how to keep themselves healthy. The pretend 'work station' provides a rich opportunity for the children to explore issues of safety and the world of work. They can talk about keeping safe when using hammers. Children's gross and fine motor skills are developing well.
- Achievements made out with the nursery are recognised in an achievement tree which is meaningful and accessible to children. Practitioners should continue to encourage parents to share children's achievement from outwith the nursery. Consideration should now be given to how practitioners track and build on these achievements.

Setting choice of QI 2.5: Family Learning

- **Engaging families in learning**
- **Early intervention and progression**
- **Quality of family learning programme**

- Practitioners value the contribution of families to children's learning and development. A range of planned opportunities across the session are provided to encourage families to join children in their learning. This lets them find out more about what and how children are learning in the setting. Home-link resources provide further opportunities for families to actively engage in learning with children. Practitioners are continuing to explore how they can use these resources to support parents to promote their child's social and emotional development. Practitioners should now work together to evaluate the impact of their work in promoting parental engagement. Small tests of change could be used to explore ways of increasing attendance and participation in planned activities. This approach could be used to provide more scope for parents and carers to design, deliver and evaluate programmes.
- Practitioners know their families well and are responsive to family circumstances. They work closely with families to build respectful and trusting relationships. This encourages parents and carers to feel welcome in the setting. As a result, parents and carers feel able to discuss concerns about their child or family circumstances at an early stage. The setting has effective working relationships with a number of agencies including Family First which provide a range of support to families within the community. Strong relationships mean that practitioners are able to provide some valued personalised support to parents and carers to reduce potential barriers to engagement and overcome disadvantage.
- Practitioners are keen to increase opportunities for family learning. They recognise that there is lots of scope to develop their work with families, partners and the wider community further. It would be helpful to develop a shared definition of the purpose and aims of family learning in the distinctive context of Gallowhill Nursery and its wider community. Consideration should be given to how best to evaluate the impact of initiatives on family learning overtime and how successes can be acknowledged and celebrated.

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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