

Summarised inspection findings

Fraserburgh South Park School

Aberdeenshire Council

18 February 2025

Key contextual information

Fraserburgh South Park Primary School is a non-denominational school serving the town of Fraserburgh in Aberdeenshire. At the time of inspection, the school roll consisted of 383 children across 14 classes. Across the school, 8.1% of children live in Scottish Index of Multiple Deprivation data zones 1 to 3, 69% in deciles 4 to 8 and 23.6% in deciles 9 and 10. Eight percent of children have additional support needs and 17% have English as an additional language. Across the school, 9.9% of children are registered for free school meals. Attendance is 93.7% which is in line with the national average. There have been no exclusions in recent years.

The senior leadership team consists of a headteacher and two full-time equivalent (FTE) depute headteachers. One depute headteacher post is shared between two staff, one covers 0.6 FTE of the post and the other 0.4 FTE. The headteacher has been in post for ten years after serving as the depute headteacher and principal teacher.

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 headteacher and staff have worked together effectively to create a very positive and nurturing ethos. As a result, almost all children feel safe, cared for and respected. Almost all children demonstrate well the school values of safe, respecting, caring and achieving. Staff and children work collaboratively to promote and develop children's rights. This includes creating individual class charters. Relationships between staff and children are very positive. Staff support children well to consistently display the principles of 'The South Park Way'. This ensures children learn in a calm and purposeful environment. As a result, almost all children across the school display consistently high standards of positive behaviour. A few children require more intensive support to manage their behaviour. Staff provide individual children with effective bespoke interventions, for example now and next boards and sensory play, as required to support them to regulate their emotions.
- All staff know children very well as individuals. Staff work together effectively to improve outcomes for all children. Across the school, most learning environments are well-organised and attractive. Children access a wide range of resources easily to support their learning. Most teachers use displays effectively to highlight helpful learning strategies and celebrate children's learning and achievements. Across the school, most children are engaged and eager to learn. They learn well both in groups and on their own, displaying confidence, independence and the skills of successful learners. However, the majority of lessons are too teacher directed. In these lessons, children are too passive in their learning. Teachers should provide children with increased opportunities to lead their own learning and apply new skills in meaningful, real-life contexts.

- Senior leaders and teachers have worked well together to develop a shared understanding of learning, teaching, and assessment. They have used this shared understanding well as part of ongoing professional development and peer observation to improve consistency of practice across the school. In most classes, teachers provide well-planned and structured learning experiences. However, in too many lessons, the pace of learning is too slow and learning activities are not sufficiently challenging. Teachers should ensure that all learning tasks are set at the right level of difficulty to motivate and engage all children. Across the school, children would benefit from further challenge in their learning to enable them to make greater progress. Senior leaders should support teachers to ensure that all children experience learning which provides appropriate pace and challenge.
- In almost all lessons, teachers share the purpose of learning with children. Teachers use clear explanations and instructions to help children to understand their learning. However, a minority of lessons these introductions take too long, and a few children become disengaged. In most lessons, teachers use questioning well to check children's understanding. In a minority of lessons teachers use higher-order questioning appropriately to extend children's learning. Teachers should work together to develop further effective questioning across all classes.
- In most lessons, teachers plan opportunities for children to recap on previous learning and to make connections between different learning activities. Most teachers provide useful verbal feedback to support children to be successful in their learning. In the majority of lessons, children self- and peer-assess their work regularly. Children use prompt sheets successfully to keep their assessment focused and accurate. Most teachers use 'South Park Steps to Success' well to support children's learning and achievement. Most children know where they are in their learning and what they need to do to improve further. Teachers provide regular opportunities for children to reflect on their learning during 'Reflective Rattlesnake' sessions. These sessions are helping children to improve their learning. Most children discuss with increasing confidence why they have been successful and what they need to do to improve further.
- The pupil support assistants provide effective in class support and targeted literacy and numeracy interventions for individual children and small groups. These are supporting children well to progress towards their individual targets.
- Teachers and support staff engage in regular professional learning and research-based activities. They use this effectively to reflect on how best to support children's progress. Staff have increased consistency in learning and teaching approaches for writing and numeracy. As a result, attainment has increased in these areas in recent years.
- In most classes children use digital technology confidently to support their learning. They are developing a range of skills and are beginning to apply these to extend their learning across the curriculum. For example, older children use technology confidently to create multimedia presentations and reports. Younger children use online games to extend and consolidate their learning in literacy and numeracy. Teachers are well placed to further develop the use of digital technology to support children to become increasingly successful and independent learners.
- Staff working across early and first level are engaging well in professional learning and using national guidance to inform their practice. Teachers are using inside and outdoor spaces to provide a range of learning environments. Children contribute well to planning play experiences. As a next step, senior leaders should support teachers to ensure that play is an integral part of learning and teaching. They should continue to work together to refine their model of direct teaching, teacher-initiated tasks and child-led learning through play. There is a

need to develop further approaches to planning the intended learning, in particular literacy and numeracy, and appropriately resource the environment. This should ensure children are provided with greater challenge and purposeful contexts to consolidate and extend their learning.

- Teachers use a range of assessment data to measure the progress children are making in literacy and numeracy. This includes ongoing class assessments, standardised assessments and high-quality assessments that demonstrate application of learning across the curriculum. Teachers conduct pre- and post-assessments effectively, within literacy and numeracy to measure children's ongoing progress. These assessments help teachers to identify gaps in learning. Teachers should develop their skills further in using data to inform their planning. This should help ensure all children are provided with appropriate pace and challenge in their learning.
- Teachers plan children's learning across a range of timescales. Teachers use progression pathways to plan learning across all curricular areas. The pathways link to the experiences and outcomes of Curriculum for Excellence (CfE) and national Benchmarks. Teachers have created a three-year rolling programme of context for learning for delivering the curriculum. This supports effective planning for multi-stage classes. Teachers involve children in the planning of learning by gathering their views on what they already know and what they would like to find out. Teachers create curriculum maps, which they share with parents/carers. This helps parents/carers to understand their child's learning journey.
- Teachers engage in moderation activities to agree shared expectations about standards to be achieved. Teachers engage well in professional dialogue during moderation and analysis of standardised data. This is helping to inform the accuracy of their professional judgements. Teachers should continue to engage in moderation activities with colleagues within the school and across other schools. This will support them to develop further their confidence in applying national standards accurately when assessing children's progress in learning across all curricular areas.
- Senior leaders meet with staff termly to discuss children's progress and identify gaps in children's learning. They identify children who would benefit from additional support, and plan interventions and adaptations in teaching to better meet the needs of children. Staff should strengthen these meetings further, to ensure sufficient focus on providing appropriate challenge for all learners across all curricular areas.

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

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 and numeracy

- Most children at P1, P4 and P7 achieve expected CfE levels in listening and talking, writing and numeracy. The majority of children achieve expected CfE levels in reading. A few children are exceeding expected levels. A significant minority of children across the school could achieve more. They would benefit from further challenge in their learning to enable them to make better progress.
- Most children who require additional support with their learning make appropriate progress towards their individual targets.

Attainment in literacy and English

- Most children, across the school, are making good progress in listening and talking and writing. The majority of children, across the school, are making good progress in reading.

Listening and talking

- Children working towards early level answer simple questions about texts with increasing confidence to show their understanding. They are developing skills in turn taking during group and class discussions. Children working towards first level take turns and contribute appropriately in discussions. They listen well and respond respectfully to others. Children working towards second level use verbal and non-verbal techniques with confidence during interactions with others, for example, appropriate vocabulary, eye contact and body language. Children at first and second level would benefit from more opportunities to apply their listening and talking skills in a wider range of contexts and audiences.

Reading

- Children working towards early level hear and say the different single sounds made by letters. They are developing confidence in using their knowledge of sounds to read simple words. They need increased opportunities to discuss the events and characters in stories and other texts. Children working towards first level discuss with confidence the difference between fiction and non-fiction texts. They are less confident when making notes under given headings and using them to understand information. They answer well literal questions about texts. They are less confident at answering inferential and evaluative questions. Children working towards second level are confident in skimming and scanning to find information. They read well with fluency and expressions. They should now develop their understanding of how writers use a range of techniques to engage readers. This includes the repetition of ideas and use of rhetorical questions.

Writing

- Children working towards early level use a pencil with increasing control and confidence to form letters correctly. They are making an attempt to use capital letters, full stops and finger spaces when writing simple sentences. They need to develop further their confidence in writing to convey ideas, messages and information in different ways in play, imaginative and real-life contexts. Children working towards first level write with growing confidence for a variety of purposes. They identify successfully the key features of different genres including a letter. Children working towards second level plan and organise ideas and information well using appropriate formats. They are developing confidence in using figurative language to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia. Children at first and second level are less confident in using spelling patterns, rules and strategies to spell words appropriate to their age and stage. Senior leaders should proceed with plans to review how to teach spelling across the school. This should support children in developing confidence in spelling common, tricky or unfamiliar words. Across the school, children would benefit from a continued further focus on presentation and handwriting skills.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good.

Number, money and measure

- Children working towards early level count within 20 confidently. They recognise odd and even numbers with increasing accuracy. They are less confident telling the time using analogue clocks. Children working towards first level order successfully numbers to 1000. They solve addition and subtraction problems confidently with two-digit numbers. Children are less secure using mathematical language to explain how they have solved a problem. Children working towards second level use a range of strategies accurately to solve addition, subtraction, multiplication and division simple problems. They are not yet confident when solving multi-step problems.

Shape, position and movement

- Children working towards early level recognise and name successfully two-dimensional shapes and simple three-dimensional objects. They use positional language with increasing confidence to give directions and describe positions. Children working towards first level demonstrate well their understanding of positional language associated with direction and turning. They find correctly right angles in the environment. They are developing skills in identifying lines of symmetry in pictures and shapes. Children working towards second level recognise and name three-dimensional objects accurately and use correct mathematical language to describe their properties. They are less confident at calculating the perimeter and area of two-dimensional shapes.

Information handling

- Children across the school interpret a range of data and answer relevant questions about information handling appropriate to their age and stage. Children working towards early level use their knowledge of colour, shape and size to successfully match and sort items. Children working towards first level gather data effectively using surveys. They present information correctly in bar graphs. Children working towards second level, identify appropriate methods of collecting information. They speak confidently about the uses and benefit of different graphs. Children at first and second levels should further extend their use of digital technology to apply their information handling skills to a range of contexts.

Attainment over time

- Senior leaders have effective systems to monitor standards of children's attainment over time. They make good use of data to track the progress of different cohorts of children across the

school. Senior leaders use data well to identify improvements required in learning and teaching. The action taken as a result has increased numeracy and writing attainment over time. Senior leaders have correctly identified the need for staff to work together to further develop high-quality learning and teaching principles for reading. This should support increased attainment in reading across the school.

- Overall attendance is in line with the national average. Senior leaders monitor the attendance of individual children on a regular basis. Staff follow local authority procedures and protocols to address concerns about absence. For a few children, low attendance levels have a negative impact on their progress in learning and attainment. Senior leaders should continue to prioritise addressing low attendance. They should further develop processes to track attendance of individual's and cohort's over time. This will help them to target interventions where they are needed most and raise further children's levels of attendance.

Overall quality of learners' achievements

- Children are proud of their achievements both in and outside of school. These are recognised and celebrated on wider achievement displays and at school assemblies. Children in P4 to P7 are proud of the contributions they make to their school. They are developing their leadership skills in roles including house captains, pupil parliament, library assistants and digital leaders. The school buddy system provides opportunities for older children to be responsible citizens and care for others. Staff should support children to understand and articulate the various skills for learning, life and work they are developing through these leadership opportunities.
- Staff maintain an overview of the wide range of clubs and community activities children participate in out with school. They have effective systems in place to ensure all children are provided with opportunities to contribute and participate in wider achievement opportunities. Older children have opportunities to participate in rugby sessions and music tuition at school. Providing opportunities for younger children to be involved in wider achievement opportunities and pupil leadership roles will be a positive next step.

Equity for all learners

- Senior leaders and staff have a good understanding of the social-economic context of the school community. They know children and their families very well. Staff regularly review and track the needs of all children who face disadvantage. They plan appropriate interventions that result in positive outcomes for children. The headteacher uses Pupil Equity Fund (PEF) appropriately to provide additional staffing to deliver literacy interventions for targeted children, including a one-to-one phonics programme. Senior leaders should carefully evaluate the impact of these interventions on closing gaps in literacy. This will support them in determining whether PEF funded interventions are helping to accelerating progress and reduce the poverty related attainment gap.
- Senior leaders work effectively with the Parent Council and partners to reduce the cost of the school day. Together they subsidise the cost of local and residential school trips, provide free high-quality school uniform and access to a food bank. These approaches are helping to ensure that children are not disadvantaged in their learning due to their financial circumstances.

Other relevant evidence

- Teachers benefit from a progressive learning pathway across all levels to support them in planning high quality physical education (PE). All teachers use this to ensure children receive two hours of high-quality PE.
- Staff deliver the national 1+2 approach to modern languages effectively. Children in all classes learn French in a planned progressive way. As part of their Scots project, older children are learning Doric.
- Children benefit from a well-stocked school library and individual class libraries. There is a range of texts to support children to learn across different areas of the curriculum. Classes visit the school library regularly and children are encouraged to borrow texts to read for pleasure. Pupil librarian assistants, supported by parent volunteers, maintain the school library.
- Children receive religious and moral education through planned learning opportunities to learn about different religious beliefs. Partners from the local churches support staff to deliver religious education and observance. These partners support the delivery of assemblies and class lessons.
- The headteacher consults staff on how PEF will be allocated. She should now involve parents and pupils in planning and evaluating the use of PEF.

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.