

Summarised inspection findings

Stane Primary School

North Lanarkshire Council

27 February 2024

Key contextual information

Stane Primary School is a non-denominational, co-educational school situated in the Torbothie area of Shotts. It serves the catchment area of Springhill, Stane and Torbothie. The school is a mixture of open-plan and traditional classrooms. The headteacher has been in post for five years and is supported by an acting depute headteacher and acting principal teacher.

Approximately 157 children currently attend the school across seven classes. Most children progress to Calderhead High School after P7.

Attendance is generally below the national average, however this is improving. There have been no exclusions from 2020/21 to the present date. Twenty one percent of children at P6 and P7 are currently registered for free school meals and 15.9% of children have additional support needs. Almost 60% of children live within the most deprived data zones in Scotland.

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

- Led effectively by the headteacher, staff, children and families have developed a positive and nurturing ethos across the school. Children benefit from calm, purposeful and inclusive learning environments and supportive relationships with staff and each other. Staff and children have a shared understanding of children's rights and the rights of others, and this has a positive impact on the school's culture. Teachers support children well to reflect regularly on articles from the United Nations Convention of the Rights of the Child. Children are involved in developing class charters to ensure these rights are relevant to their daily lives. As a result of this approach, children enjoy school, feel safe and are positive about their learning. They are polite, respectful and keen to engage appropriately with visitors.
- Most children are motivated learners who engage well consistently in their learning. Across all curriculum areas, teachers plan regular opportunities for children to work independently, in pairs and in groups. Almost all children enjoy opportunities to work with their peers. They show respect for the views of others, listening attentively during class and group discussions. Teachers use task boards well to support children to make choices and take responsibility for their learning. As a result, children show increasing independence when choosing resources and activities that will support their learning. In a few lessons, teachers should review the range of resources provided to help children make good choices about their learning.
- In almost all lessons, teachers ensure explanations are clear and concise. In the majority of lessons, teachers involve children in identifying what they need to do to be successful. In a few examples, teachers refer to these skills regularly throughout the lesson. They provide well-timed, verbal feedback to support children to improve their work further. This supports children effectively to understand the skills they are developing as a result of their learning. Senior leaders and teachers have benefited from shared professional learning with a focus on

questioning. As a result, almost all teachers use skilled questioning to check for understanding, help children clarify their thinking, and extend children's understanding. Teachers use consistent techniques across the school to help children develop their thinking further. This is supporting children to develop higher-order thinking skills and make connections across their learning.

- In most lessons, teachers plan a range of activities that match well to the needs of most children. In literacy and numeracy, teachers differentiate learning to support and challenge children. However, in the majority of lessons, the pace of learning is too slow. Teachers now need to review the balance of whole class instruction and group work. This will support children to experience independence and increased challenge in their learning.
- Senior leaders use data effectively to deploy staff to support individuals and groups of children. For example, they use staff skills well to provide bespoke and targeted support in literacy and numeracy. Staff deliver creatively aspects of the curriculum for individual children. Senior leaders should continue to review and build sustainable approaches to supporting individuals and groups. Staff now need to develop a shared and effective approach to writing support plans. This should help staff measure more accurately the progress individuals and groups of children are making because of different approaches and interventions. Current targets in support plans are too broad. They do not always identify the strategies in place to support children with their learning.
- Teachers use digital tools well to enhance learning and teaching across the curriculum. For example, they use video clips to help children understand unfamiliar contexts and increase their subject specific vocabulary. Children across the school independently scan matrix bar codes to access learning. Older children enjoy the challenge of coding programmable robots. They draw upon their numeracy skills to check and improve their coding. Teachers should continue to enhance children's experiences through a wide range of digital approaches.
- In P1 to P3, teachers are developing approaches to play using a communal space. They have selected resources that encourage children to explore and extend their learning from class lessons. Through these opportunities, children are developing their independence, communication and social skills. Teachers should engage in professional learning and reading to support further their understanding of play. They should consider how resources provide challenge for children and support their learning further. This should support teachers to plan effectively the space to meet the different developmental stages of children.
- Teachers use a wide range of assessment evidence to make professional judgements about children's progress. They select a blend of ongoing assessment opportunities as well as standardised and diagnostic assessments to gather evidence of the progress children make in their learning. Teachers benefit from well-developed and established approaches to moderation with cluster colleagues. Senior leaders meet regularly with teachers to review children's progress and provide support and challenge to ensure the reliability of judgements. This approach to assessment and moderation of children's progress supports teachers well. As a result, teacher assessment of achievement of a level is increasingly accurate and robust.
- Teachers use a blend of local authority, school and commercial progression planners to plan all areas of the curriculum. They plan over different timescales to ensure children experience all curriculum areas across the year. Senior leaders should review timetables regularly to ensure children experience consistently a well-balanced curriculum. They should work with teachers to streamline planning to ensure paperwork is manageable for staff. 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. They use this information to plan learning which engages and

challenges learners. As a result, in almost all lessons, most children sustain their focus on their learning.

- Senior leaders have developed an effective whole school tracking system. This system supports teachers to regularly monitor children's progress and achievement in literacy, numeracy and health and wellbeing. Teachers should track more clearly the range of interventions to identify those that are leading to improvements for individual children. This should help inform future planning to increase and accelerate children's progress in targeted areas of the curriculum. Senior leaders track cohorts and groups, including those from different data zones. This ensures they identify promptly any children who are at risk of not achieving or not on track to achieve expected levels of attainment.

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

- Attainment in literacy and numeracy is good. Most children across the school achieve expected Curriculum for Excellence (CfE) levels in literacy and in numeracy. Almost all children at P7 attained expected CfE levels in literacy and numeracy in 2022/23. Most children who require additional support for their learning make steady progress.

Attainment in literacy and English

- Overall, most children make good progress from prior levels of attainment in literacy and English.

Listening and talking

- At early level, most children develop effectively their skills in listening and talking. They take turns to contribute their ideas and opinions, both in small group and whole class situations. At first level, most children listen and respond to the ideas of others respectfully. They ask and answer questions, providing appropriate information to explain their response. At second level, most children talk confidently about the skills they require to deliver presentations successfully. They listen well to their peers and build upon their contributions. Children would benefit from applying these skills in a wider range of contexts such as regular debates. Across the school, a few children need prompted to listen well to others and respect others' viewpoints.

Reading

- At early level, most children blend sounds to read simple words. They read aloud confidently to adults and peers, sounding out unfamiliar words with support. At first level, most children share their thoughts and feelings about familiar texts. They discuss their favourite genres and authors and explain their choices. They read aloud fluently, applying a range of strategies to decode unfamiliar words. Children now need to use punctuation within texts to support them to read with expression. At second level, most children read with fluency and expression using appropriate pace and tone. They understand the features of different genres and compare key themes within texts to their current experiences. They are not as confident when discussing key elements of the author's style and the purpose of this choice.

Writing

- At early level, most children use sounds and blends to write simple words accurately. They are improving the formation of letters and use spaces, capitals and full stops well to write more than one sentence. A few children require support to use single sounds to write familiar words. At first level, most children write sentences with accurate spelling and punctuation. They select relevant vocabulary appropriate to the context. At second level, most children write well in different genres and include ambitious and subject specific vocabulary to

enhance their writing. Children at second level should develop further their understanding of figurative language to enhance their writing. Overall, children should now write more regularly and at increasing length to develop their writing skills further. They should use their skills in writing more consistently in other areas of the curriculum. The standard of presentation within written work could be improved and more consistent across the curriculum.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children recognise daily routines well and use the language of before and after accurately. At first level most children round whole numbers to the nearest 10 and competently solve two-step problems. At this level, children are less confident in using fractions. Children at second level enjoy using multiplication and solving simple algebraic equations but are less sure about using fractions and solving word problems.

Shape, position and movement

- At early level, most children create symmetrical pictures with one line of symmetry. They use positional language such as in front, behind, above and below accurately. They do not yet recognise simple two-dimensional shapes. At first level, most children know what a right angle is, and identify these in the environment. They are less confident in naming other angles, or in describing properties of two-dimensional shapes and three-dimensional objects. At second level, children are not yet confident in using mathematical language to describe and classify a range of angles.

Information handling

- Across the school, the majority of children are not confident in handling information. At first and second levels, the majority of children are aware of how to use tally marks but need to have more opportunities to analyse and display information in meaningful and real-life contexts.

Attainment over time

- Overall, most children make good progress over time in reading, writing, listening and talking and in numeracy. Attainment across the school in literacy and numeracy is improving.
- Senior leaders developed a raising attainment strategy based on a staged intervention model of support. Staff provide a range of supports and interventions to individual and groups of children through universal, additional and intensive approaches. These supports help most children make good progress in literacy and numeracy. Staff should keep under review the numbers of interventions offered and the amount of time children are supported out with their class to ensure that children make appropriate progress across all curricular areas.

Overall quality of learners' achievements

- Children at all stages benefit from a wide range of opportunities to achieve. This includes, for example, after-school gardening, visiting the local library, taking part in a craft club, or attending a workshop to learn about different religions. Additionally, there are many opportunities for children to develop and demonstrate their leadership skills across the school. For example, they have opportunities to be digital leaders, reader leaders, energy monitors and young science, technology, engineering and mathematics (STEM) leaders. Senior leaders track and monitor children's participation in these activities. This enables them to identify children who may be at risk of missing out from these valuable experiences.

Senior leaders recognise that they should now track the skills that children are developing as a result of these many and varied activities.

- Staff recognise and celebrate children's achievements from within and out with the school well. Children welcome and are proud to have their achievements recognised through for example, weekly assemblies, the wide range of displays across the school, newsletters and social media. These achievements include Tae Kwon Do, craft, dancing and swimming. This helps children recognise and appreciate the achievements of others, as well as build their own self-esteem and confidence.

Equity for all learners

- Staff work very well with a range of agencies, as well as third sector partners, to help ensure equity for all children and their families. This includes ensuring no additional costs are incurred by families for children to access the curriculum. Initiatives such as the 'No snack, no problem' and the offer of breakfast when children arrive at school help ensure that all children are ready to learn. Helpfully, staff are proactive in ensuring families are supported to maximise their income through online referrals to the local authority Financial Inclusion Team.
- Senior leaders use Pupil Equity Funding (PEF) to provide additional staffing, equipment and resources to ensure all children have access to curricular and wellbeing supports. Identified children benefit from bespoke, targeted support and interventions. Staff measure the attainment gap between children living in quintile one and quintile four. Evidence indicates that the attainment gap in reading, writing and in numeracy is closing between those in the least and most deprived data zones in the school. Attainment in most areas is above the local authority averages. Staff should continue to ensure that tracking and monitoring approaches enable them to regularly review impact and make informed adjustments to accelerate progress for children. Staff support discretely and sensitively children and their families to make use of the toy swap, 'pre-loved' uniform and winter clothing store. Parents are consulted about the use of PEF, however, are not always aware of the results of this consultation.
- Close attention by senior leaders and staff to the attendance of children, and support for parents, has resulted in a few identified children attending school more. Supports include a warm welcome whenever children arrive at school, recognition of improvements for both children and their parents and reviewing the curriculum offer. In addition, staff across the cluster work together to coordinate support for families who have children in different schools. Staffs' focus on developing strong, nurturing relationships within and across the school community has led to a significant reduction in exclusions of children from school. There have been no exclusions over the last three years.

Other relevant evidence

- Children have access to class libraries to select books for personal reading. The range of texts includes stories which support children to understand further their role as a global citizen. Reader leaders work with staff to plan events such as World Book Day to celebrate reading across the school. They enjoy reading to younger children on occasion but would like more regular opportunities to support children through reading buddy approaches.
- Senior leaders should regularly review the planned teaching of physical education (PE) across the school. They should ensure children receive their entitlement to two hours of PE each week and that it is high-quality. Currently, a few classes do not receive this entitlement.

Practice worth sharing more widely

Approaches to improving attendance and reducing exclusions

- Close attention to the attendance of children, and support for parents, has resulted in a few identified children attending school more.

- Staff:
 - Reviewed their current policy and procedures;
 - Identified target groups and set stretch aims;
 - Identified root causes and engaged with parents;
 - Considered local issues;
 - Built a team approach;
 - Developed a whole school nurturing ethos and
 - Considered the curriculum offer.

- As a result, attendance is improving and there have been no exclusions over the last three years.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.