

Summarised inspection findings

Gourock Primary School

Inverclyde Council

18 September 2018

Key contextual information

Gourock Primary School is a non-denominational school situated in the town of Gourock. At the time of the inspection, the roll of the school was 235 children allocated across nine classes. The senior leadership team consists of the headteacher and depute headteacher. The school is part of the Clydeview Academy cluster.

1.3 Leadership of change

excellent

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

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

- Children, staff and parents have an excellent understanding of the school's values and use them to influence day-to-day practice. Children, parents and partners were fully involved in agreeing the values of Respect, Resilience, Care, Honesty, and Tolerance. Children demonstrate a very good understanding of what they need to do to be resilient and they are now better equipped to overcome challenges in their learning and in their wellbeing. The school aims represent the appropriately high ambitions that staff have for their children and recognise important aspects of learning such as equipping children with skills for the future. In line with its plans, the school should review and refresh their aims to reflect the national improvements for Scotland's children such as raising attainment.
- Senior leaders and staff have created an innovative learning ethos that encourages children and staff to share their learning with others in the community. Children lead on events in school and in the community such as mental wellbeing, Fairtrade and healthy eating. As a result, they are developing a range of skills that are improving their confidence and developing their understanding about the importance of sharing their learning with others.
- The headteacher is a highly effective leader. She has a clear and appropriate vision for ensuring children attain and achieve as highly as possible. As part of the headteacher learning community in Inverclyde, she shares her experience and expertise of change management with other head teachers. The headteacher has been instrumental in coordinating the development of the learning, teaching and assessment policy across Inverclyde and has coordinated the training of dialogic and reciprocal teaching across the authority. The depute headteacher is strongly committed to creating a culture in which children are valued and empowered. Together with the headteacher, she has created an outstanding learning environment where the improvement of children's wellbeing is a priority. Both are committed to providing children with opportunities to become successful learners, responsible citizens, effective contributors and confident learners. They have introduced new approaches to classroom pedagogy such as visible learning and dialogic learning. As a result, children have a very good understanding of themselves as learners and they are articulate in sharing their thoughts and views. As the senior leadership team (SLT) continue to develop pedagogy that

promotes children's thinking and independence, they should identify and share good practice across the school.

- The SLT and staff have a strong focus on improving outcomes for children. They have a very good understanding about the social, economic and cultural context in which children and their families live. They take very good account of this when tracking children's progress and attainment and in the interventions they apply to ensure children are supported to achieve their best.
- The school has been awarded approximately £33,000 in Pupil Equity Funding (PEF). Staff and parents were appropriately consulted to determine how this funding could be best used to raise attainment. Interventions such as support for children in literacy and numeracy at the early stages of the school and training for staff in visible learning approaches is leading to improved attainment and better engagement in learning.
- The school is achieving its vision and aims for children through very strong partnership working. Support and interventions with partners are very well planned to meet the universal and individual needs of children. Staff value the input of partners and every opportunity is taken to include them in whole school events and activities such as parent's evenings, induction days for P1 children and school assemblies. Staff routinely seek the views of partners as part of their self-evaluation approaches.
- Through a range of self-evaluation approaches, staff have identified appropriate priorities for improvement and put in place subsequent actions to achieve these priorities. For example, attainment data was used to identify the need to improve attainment in numeracy and mathematics and as a result, new approaches and resources are being implemented. The SLT take very good account of information from quality assurance activities such as classroom observations to inform priorities for improvement. The Parent Council are developing an understanding of school self-evaluation through engaging with national guidance.
- Staff are highly motivated and positive about opportunities for professional learning to develop their practice. Staff have appropriate opportunities to lead on key aspects of the work of the school through their subject coordinator posts. Staff work very well together and have created a collegiate team who are reflective practitioners. They are very supportive of each other and of newly qualified teachers.
- Children have very good opportunities to develop leadership opportunities and to contribute to improving the ethos and life of the school. Through focus groups and discussions with children, the senior leadership team take good account of the views of children in identifying areas for improvement. Children have considered national guidance such as How Good is Our School? 4th Edition, to determine how this can be translated to child friendly information. Senior children are trained in restorative conversations to enable them to support other children deal with conflict. Children across the school are encouraged to provide their views on issues related to themselves and wider school issues. They participate in a range of committees and groups and have very good opportunities to talk to staff about their learning.

2.3 Learning, teaching and assessment

very good

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

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

- The school has created a positive, nurturing learning environment that reflects the school's vision and values. This ethos is underpinned by mutual respect and a commitment to children's rights. Children are benefitting from being part of this strong learning community in which there are positive and respectful relationships with staff and peers. Children are considerate of others, respectful, helpful and mannerly. In almost all lessons, children are attentive and well behaved. Almost all children are motivated and keen to learn, particularly when presented with tasks and activities that offer the appropriate level of challenge. There is a commitment from all staff to build children's resilience in all aspects of their learning. As a result, children learn in a purposeful environment where they feel valued as individuals and encouraged to do their best.
- Children have a very good understanding of their rights and responsibilities within their school, community and the wider world. This understanding is as a result of the school's innovative work on wellbeing indicators, children's rights, global citizenship and a range of pupil groups. Learning experiences are impacting positively on behaviour and children are developing a strong sense of what it means to be a responsible citizen as well as developing skills for learning, life and work.
- Almost all lessons are well planned and the content of tasks and activities appropriate, relevant and matched to learners needs. Across the school, a range of learning and teaching approaches are utilised including whole class direct teaching, opportunities for children to work independently, in pairs or collaboratively in groups. Through these approaches, children are confident in taking on leadership roles within their learning tasks. In a few observed lessons where whole-class teaching was used, the pace was too slow and a few children would benefit from more challenging learning. As staff embrace new pedagogical practices such as visible learning, they should ensure that they take better account of the range of learning styles of all children and differentiate appropriately. The school has identified the need to develop the use of digital technology in learning and teaching across the school.
- Across the school, children have opportunities to lead their learning in class and outwith, through clubs and committees. Children can decide what they want to learn and how they are going to find it out through the use of knowledge, learning and understanding boards. The school should continue to extend the opportunities for children to take ownership of their learning. There is further scope for the school to provide increased opportunities for challenge, appropriate personalisation and choice across the curriculum.
- In all lessons, teachers share clear learning intentions and success criteria with the children. In best practice, the success criteria is co-created with the children. In all lessons, teachers

provide written feedback or oral feedback to children through plenary sessions or learner conversations. These approaches are helpful to children in summarising their learning and helping children to reflect purposefully on their learning. Children across the school routinely self-and peer-assess their work.

- Children at all stages are being supported to reflect on their learning and identify their strengths and areas they need to improve. Children from P4 onwards are supported through learning conversations to set appropriate targets in their learning logs to improve their learning. Children can reflect meaningfully on these targets and can explain how target setting helps them. This is impacting positively on individual progress and attainment.
- All teachers use a variety of assessment approaches in literacy and numeracy. Teachers collect a wide range of assessment evidence during their day-to-day teaching and at the end of teaching blocks. The school also uses a number of standardised assessments. Staff have termly tracking meetings with the senior leadership in which progress and assessment information is analysed. These meetings help identify children who require support and interventions.
- The school has participated in moderation within their cluster and in inter-authority moderation. Staff told us this has supported them in making robust and reliable professional judgements on progress within, and achievement of, a level. Through the moderation processes and the use of the national benchmarks, they feel they have a better understanding of standards and expectations. The headteacher is aware of the need to continue with moderation practice to ensure that it becomes integral to planning learning, teaching and assessment.
- Teachers plan appropriately over different timescales to meet the needs of learners and across all curriculum areas. Teachers know the strengths and support needs of children and plan well for the range of needs in their classes. Identified children benefit from planned interventions and targeted support. Classroom assistants are effectively deployed to support learning. Children across the school are supported to do their best through classroom differentiation and targeted support. The school should continue to evaluate the interventions and approaches being used to ensure they continue to lead to positive outcomes for children.

2.2 Curriculum: Learning and development pathways

- The school recently revisited their curriculum rationale in order to ensure that it reflected accurately the current context for the children in Gourrock, capturing the hopes and aspirations of the community. The seven principles of curriculum design are reflected in the rationale and the aims of Getting it right for every child (GIRFEC) sit at the heart of the curriculum. The school is proud of its Rights Respecting School status. The school uses the local community to help shape the curriculum but also seeks to improve the community through the contribution made by children and staff to the community. This takes the form of intergenerational work for older care home residents and informing and entertaining members of the local churches. The school also embraces a wider international view, taking an interest in, and providing support to, poorer communities and taking a stance on environmental risks. Much focus is placed on children being aware of issues around sustainability and the internationally agreed Global Goals.
- The school has developed clear progression pathways that support staff to plan and deliver high quality experiences and outcomes building on their prior learning. The local authority has supported schools through producing pathways in literacy and English language and numeracy and mathematics. These are based on the experiences and outcomes for Curriculum for Excellence (CfE) and, in conjunction with the national benchmarks, are helping teachers to develop a shared understanding of standards and expectations. These also support both coherence and progression.
- School assemblies are well planned and structured to link with both the UN Convention on the Rights of the Child (UNCRC) and GIRFEC wellbeing indicators. At these assemblies, the school community celebrates the successes of children in a wide variety of areas. These achievements are reinforced through newsletters and twitter. There are opportunities to apply learning in interdisciplinary contexts for example, through well-planned learning about the world of work and money week. As a next step, we have asked the school to explore how the career education standards can add to their current approaches. We have also asked staff to revisit their offer of digital learning.
- Planning takes place with a wide variety of partners who feel valued as contributors to the school. These partnerships are enriching the curriculum for children and they are viewed as important agents of change and improvement. The open and welcoming approach from senior leaders and staff helps establish and maintain positive links. There is a strong sense from those working with the school that the impact of the joint work adds significantly to the experience of learners and is addressing important issues including some of concern and relevance to the wider community.

2.7 Partnerships: Impact on learners – parental engagement

- The school has developed a warm, welcoming and supportive environment that reflects the school values. Parents tell us that they feel welcome in school and feel confident in seeking support, advice and information. Parental pre-inspection questionnaire responses are overall very positive and most parents are supportive of the school.
- The school produces a helpful parental engagement calendar, outlining events and activities across each term. This includes opportunities for reporting on pupil progress and achievement, sharing learning events, information on school events and social activities, including fundraising.
- The school website successfully provides a wide range of information as well as celebrating children's achievements and the achievements of the school. The school utilises a range of digital approaches as well as leaflets and newsletters to ensure all parents can access news about school life and their children's learning. Parents are well informed of their child's learning, progress and achievement. The school communicates through written reports, discussions at parents' evenings, open afternoons, the use of Twitter and most recently through sharing learning logs.
- The school benefits from an active and supportive Parent Council who are well informed. Members work closely with the school to discuss priorities for improvement. The Parent Council has recently had input on How Good is Our School? 4th Edition, and plans are in place to work together on challenge questions from it next session in order to strengthen the school's self-evaluation processes. The school uses a range of ways to seek the views of parents including questionnaires, feedback on reports and from school events.
- The school is eager to harness the skills of parents and partners to enhance the learning experiences offered to children at all stages and parents regularly support school events and curriculum experiences. The school recognises that the attendance at recent curriculum events such as the GIRFEC Café, and the health and wellbeing information session have been less well attended than they had hoped. The school is well placed to move forward with their plans to be more proactive in increasing parental engagement by utilising what works best.

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

excellent

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

- Children benefit from very positive relationships with staff and with each other. They learn within a highly nurturing and caring environment in which they are respected and valued. They use the school values very well in day-to-day practice and as a result, they are developing very positive attitudes towards themselves as learners. In talking to children and in inspection questionnaires, most say they feel safe and that staff and other children treat them with respect.
- The senior leadership team together with staff has created a very positive learning environment in which children are developing an excellent understanding of their own health and wellbeing. Led effectively by the depute headteacher, the school's focus on health and wellbeing is having a significant impact on improving outcomes for children. The school uses a range of approaches across all aspects of health and wellbeing to ensure children have a thorough understanding of areas such as healthy eating, keeping safe online, sexual health and developing resilience. Children talk enthusiastically about strategies to help them overcome challenges in their emotions, learning and relationships.
- Almost all children are developing an excellent understanding of their wellbeing using the wellbeing indicators. Children P3-P7 are able to talk about the impact of each of the indicators on their own wellbeing and assess their strengths and needs. Staff work closely with children who identify themselves as requiring support to ensure they are addressing identified needs. The senior leadership team, together with staff, closely track and monitor progress and interventions in health and wellbeing. Children are articulate in talking about the wellbeing indicators through events in the school and in the community. For example, children have developed a board game designed to help children and adults understand the wellbeing indicators. Children have recently been involved in running GIRFEC cafés in the school and in the community to help children and adults engage with and understand the importance of wellbeing. Staff and pupils attended a recent conference on health and wellbeing to showcase the school's practice in developing pupils as partners. This presentation resulted in delegates from an international conference on health and wellbeing visiting the school to see good practice.
- The school has achieved Level 2 Rights Respecting Schools Award. Through their work in this area, children are developing valuable skills to enable them to understand their rights as children and a very good awareness of less fortunate children who are not able to exercise their rights. The school's work on the rights of children is very well linked to other areas that impact on children such as the school values and the wellbeing indicators. This results in a culture in which children are confident about themselves and are articulate in talking about a range of issues that impact on them and other children.

- Children are learning about achieving Global Goals. Through this work, children are developing an understanding about the lives of others and the importance of actions to protect the environment. Children are sharing their knowledge about Global Goals with others in the local community to help others understand their responsibilities in relation to global protection.
- Children's understanding about food and healthy eating is very well developed. Children participate in activities related to the purchase and preparation of food. They use these opportunities to link with other areas of work such as Fairtrade. Opportunities for children to share their learning in a meaningful way are resulting in a highly developed understanding of the benefits of helping others in the community.
- Staff across the school have a very good understanding of their statutory duties. Children with additional support needs or those who face challenges are appropriately identified and supported. Interventions are closely monitored to determine the impact in relation to attainment and wellbeing. Appropriate plans and targets are in place to record the impact of interventions. Parents are well informed about their child's needs and progress through regular review meetings and the school's 'open door' approach.
- Staff across the school work very well in partnership with parents and carers. There is a strong focus on ensuring parents are fully involved in understanding how the school will support their child's health and wellbeing through assemblies, newsletters and parents' events. In pre-inspection questionnaires, most parents felt that the school helps their child to be healthy and that staff support their emotional wellbeing.
- The senior leadership team, together with staff, has created an inclusive school in which children feel valued and are exercising their rights in relation to educational opportunities. The work of the school is providing children with confidence to articulate their feelings and give their views on issues that not only impact on them but on others. Children have a highly developed sense of fairness and can engage very well in discussions that challenge injustice. As a result of the ongoing work related to wellbeing and rights, children are making a valuable contribution to their school and local community.

3.2 Raising attainment and achievement

very 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

- Overall, children are making very good progress in literacy and English language and in numeracy and mathematics. The quality of children's work across the school is of a very high standard. School leaders make very effective use of a range of data from standardised assessments and teacher judgements to analyse children's progress and improvements across the school. During the inspection, we observed children learning at all stages P1-P7, sampled children's work, engaged in professional discussion with staff, and met with individuals and groups across the school. This range of activity allows us to support teachers' professional judgement across children's learning.
- Data from 2016/17 shows that most children at P1 in reading and writing and almost all in listening and talking and numeracy achieved appropriate levels in literacy and numeracy. In P4, almost all achieved appropriate levels in all aspects of literacy and numeracy. By P7, most move on to secondary school having achieved appropriate levels in reading and writing and numeracy and almost all in listening and talking.
- The school uses very well a range of approaches to monitor and track children's progress. This includes regular discussions between the SLT and class teachers about the progress of individual children and groups. The local authority produces a very helpful data pack for each school and school leaders are using this information very well in their discussions with class teachers. Staff are able to benchmark the achievement of children in Gourock Primary School against children in other 'family schools' with similar characteristics. The progress of individual children and vulnerable groups is closely monitored. The school and local authority have piloted the use of the Broad, General Education toolkit and this shows that the school is performing above the level of the virtual comparator in literacy and numeracy at all levels.

Attainment in literacy and English language

Listening and Talking

- Across the school, almost all children listen well to instructions from their teachers. Children are polite in class and around the school and are good at taking turns to respond to adults and their classmates. Almost all children are confident and articulate. A few could be better at listening to their peers. Almost all come to school with well-developed language and vocabulary to support their learning and development. Children enjoy sharing their extensive experiences out of school during lessons and at break times. For example, children talked about their love of Harry Potter books and films and their travel within the UK and beyond to visit theme parks linked to these books. At early level, children listen well for key facts and instructions and can use the information to complete tasks accurately with a few requiring additional support. At first level, children respond well to different types of questions and orally

demonstrate good understanding of main ideas. At second level, children show respect for the views of others. Almost all children are confident in their note taking, can summarise a range of texts and use the notes to report back their findings in their own words.

Reading

- Children read regularly, accessing quality texts of their choice in school, at the local library and at home. A few children discuss local bookshops and their pleasure in buying books. They use class libraries and the school library well. Children at early and first level enjoy regular opportunities to read aloud in class and are gaining confidence in skills and fluency. At first level, children use different strategies to decode unfamiliar words. Regular work on spelling is supporting children well to write appropriate words accurately. Children at the middle stages of the school explore words, sounds in texts and explain why they enjoy their class reader 'the Midnight Gang'. Older children who participated in focus groups talked with confidence about texts they had read. They can explain why they prefer different authors and genres, some preferring non-fiction. Children read with fluency and expression using appropriate pace and tone. By the time children leave for secondary school, almost all have well-developed skills and strategies to help them understand texts including skimming, scanning, predicting, clarifying and summarising. The school is sensitive to the need to provide a range of texts to motivate and interest boys and girls in their reading.

Writing

- Across the school, children have regular opportunities to write, often linked to the current class theme or topic. This gives the children opportunities to practise and apply their writing skills in a meaningful context. Younger children can write well about experiences such as their visit to the Science Centre. Almost all can use simple punctuation well and are beginning to vary the use of words to open a sentence. At first level, children worked on developing a comic book. With the support of a graphic artist, children planned the characters, wrote the storyline and designed the final product to a professional standard. Children respond well to writing for a purpose and children at first level can write stories that they read to their peers in earlier stages. In a few cases, children are confident enough to successfully make use of humour to entertain the reader. At second level, children use evocative language such as to write blitz poetry and letters to evacuees using appropriate vocabulary in thinking about the experiences of families in WWII. By P7, almost all children can write very well for a range of purposes.

Attainment in Numeracy

Numeracy and Mathematics

- Overall, attainment in numeracy and mathematics is very good with almost all children making progress from their prior levels of attainment and with most children achieving the expected CfE levels and a few children exceeding these. During the inspection week, almost all children were involved in tasks related to money.
- The school has had a recent focus on developing the conceptual understanding of number at early and first level and on developing mental agility strategies and mastery learning across the school. The impact of these approaches is that the children are developing resilience, are now more confident in attempting to solve problems and are able to discuss wrong answers. Children are now better at explaining their thinking and can talk through processes they have applied to solve problems. The school recently identified problem solving as an area requiring improvement. This is being addressed through a focused input to all classes and consistent and progressive practice across the school.

Number money and measure

- At early level, almost all children are able to count confidently forwards and backwards from 20 starting from a given number. Most have an understanding of mathematical language before and after, greater than and less than and can use this knowledge to play games. Almost all children can share out a group of items into two smaller groups. Children apply addition and subtraction skills to pay for items up to 10p using correct coins. At first level, almost all children use strategies such as rounding and doubling to estimate answers. Almost all children use mental calculations to work out change from a given amount. Children demonstrate their skills in managing a budget by planning a big day out for £20. Almost all use the correct notation for common fractions and correctly name the numerator and denominator. In measurement, most children select the most appropriate instrument for the task. At second level, almost all children round whole numbers to the nearest 10,000. Children have a sound understanding of the relationship between fractions, decimal fractions and percentages and most can calculate the percentage of a quantity and use this knowledge to solve problems in every day contexts for example 15% reduction on their food bill or to calculate interest on a loan.

Shape, position and movement

- Children working at early level recognise and describe a range of 2D shapes including pentagons and hexagons and are beginning to talk about their properties such as round, straight sides. Children working within first level are successfully able to identify 2D shapes and 3D objects and correctly identify the properties of shapes. They identify, describe and create symmetrical pictures with one line of symmetry. At second level, children are confident in naming and measuring a range of angles. Children use their knowledge of 2D shapes and 3D objects to create nets of shapes and objects.

Data Handling

- Across the school, children are developing their understanding of data and how to analyse it through classwork and other aspects of school life such as the Junior Road Safety Officers Walk to School Survey. At early level, children use tally marks to collect data and use this to create simple pictograms and bar graphs linked to their class themes such as the Weather and the Vets. At first level, the majority of children gather information using tally marks, analyse and display it appropriately. Children sort and display numbers using Venn Diagrams. By second level, children collect a range of data and create bar graphs deciding on the appropriate scale and including a title and appropriate labels for the axis. There is scope for the school to ensure that children further develop their information handling skills as they move through second level. This should include drawing conclusions about the reliability of data and taking into account and making effective use of technology when creating graphs.

Attainment over time

- The headteacher and depute headteacher have a clear overview of attainment over time. Staff are making use of the national benchmarks in literacy and English and numeracy and mathematics to plan and make judgements about children's progress. There is strong evidence to show on-going improvement. Senior leaders have a clear understanding of the progress of all children as they move through the school. Most children make very good progress from their prior levels of attainment. However, there is scope for more children to achieve more in some aspects of numeracy.

Overall quality of learners' achievement

- Children's achievements are celebrated well at assemblies, in class and in newsletters. Children are developing very well as successful and confident learners. As they move through their learning pathways, children increasingly take responsibility for their achievement through reflecting on their strengths and areas for development and setting their own targets. The

school offers a wide range of after school clubs. For example, athletics, cross-country, gymnastics and choir. These are popular with almost all children. The school reviews and tracks children's attendance at the clubs and can identify children who have not participated. They take action to ensure all children can participate in some way. Staff discuss the range and type of activities offered with the children and monitor attendance. Where necessary, they have encouraged children to set up and lead their own clubs to follow their own interests and encourage their peers. Staff and partners working with the school encourage children to think about and understand the skills they are developing through their wider achievements. Children involved in a wide variety of activities have the opportunity to articulate the skills they have developed to other children across the school.

Equity for all learners

- Staff are monitoring closely the progress of children who may face barriers to learning, including social and economic disadvantage. Staff use this information well to provide appropriate interventions and support for children. The SLT and staff have a clear understanding of the barriers faced by children in the community, including social and economic disadvantage. The pupil equity fund has been used appropriately to provide professional learning for staff to help them improve further children's learning and achievement. This includes a recent focus on developing an environment for visible learning which is improving teaching approaches in the classroom. Moving forward, the impact of interventions should be closely monitored to ensure a clear focus and desired impact.

Setting choice of QI: Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Children are very well supported at times of transition from nursery into the school and from P7 to secondary. The school works very well with Early Learning Centres (ELCs) to ensure staff are fully informed of children's strengths and areas of need. Staff from the school visit children in their setting and engage very well with ELCs. Children who require extra support are identified and high quality planning is in place to meet their needs. Children at P7 have opportunities to visit their secondary school and bespoke transition programmes are in place for those children who require additional support.
- The school buddy system ensures P1 children starting the school are well supported by their peers. Senior pupils take appropriate responsibility for supporting younger children and this is impacting very positively on helping children settle in P1, especially for those children who experience challenges starting school. The buddy programme creates a very good opportunity for senior pupils to demonstrate the school values.
- Opportunities for joint professional learning activities between the school, the ELCs and secondary school staff such as moderation is resulting in a shared understanding of the progress and attainment of children. Staff in the school participate in joint moderation activities with secondary staff to agree expectations related to CfE levels.
- The school has in place very effective approaches to sharing information at key transition times. Planned meetings between class teachers to discuss progression and attainment, ensure continuity in learning as children move stages at the end of the school year. Information with the associated secondary school related to strengths, needs and attainment is detailed and relevant to enable secondary schools to build on prior learning.
- The school, together with its associated primary schools and early learning centres and local secondary schools, is sharing professional learning and practice between establishments. This is resulting in improved pedagogy and shared understanding of children's needs.

Practice worth sharing more widely

The school's approaches to helping children understand their own wellbeing is innovative and creative. Children talk accurately about the wellbeing indicators and have a very good understanding of their own wellbeing strengths and needs. The school's approach to disseminating information through pupil led GIRFEC Cafés and the GIRFEC board game is resulting in children confidently sharing their learning and helping adults understand important wellbeing issues.

Explanation of terms of quality

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

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.