

# Summarised inspection findings

**Clackmannan Primary School**

Clackmannanshire Council

22 January 2019

## Key contextual information

The school continues to undergo a prolonged period of major refurbishment. The headteacher has been in post for two years and has managed the decanting of classes and liaison with officials responsible for the building works very effectively. During the inspection, new dining accommodation was being built to the south-east side of the building. This is progressing well and the nursery class will benefit from new accommodation in an extension due for completion next session.

### 1.3 Leadership of change

good

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

- The headteacher has been in post for two school sessions. She is effective in her leadership and management role and is establishing positive relationships across the school, with partners and, increasingly with parents. She is having a positive impact on the learning environment, the development of effective teamwork and improved learning experiences for children.
- The headteacher and staff have consulted widely to revise the school's vision and set of values. They are becoming increasingly evaluative about the school's work and developing a common understanding of what the school aspires to achieve for learners. The headteacher has led a range of professional learning sessions with staff resulting in a significant impact on consistency in learning across the school. The headteacher and depute headteacher have prioritised leading the development of the school's health and wellbeing curriculum. The school has an appropriate focus on nurture and resilience in recognition of the school's unique context. Staff should now take steps to further promote equalities as a feature of the school's values. The headteacher should take forward the school's strategic plans to consult more widely with parents and partners in the self-evaluation of the school's initiatives and improvement priorities.
- Staff work effectively together in taking forward whole-school improvement priorities. They are motivated by changes to the school's provision through partnership working with other supporting agencies such as educational psychological services. This joint working is valued by staff and helps them provide support for the range of needs children have. Children are also motivated by new approaches to health and wellbeing, literacy and numeracy. Their involvement in participation groups is helping foster a sense of pride and achievement. The school works with other schools in the cluster to take forward improvement priorities. These priorities are created as a result of understanding its context and considering the features it has in common with a wider group of local schools. In developing the school's approaches to improving attainment, staff should continue to focus on high-quality learning, teaching and

assessment and developing the curriculum. The school has correctly identified these aspects in its strategic plans for improvement.

- Staff across the school are committed to achieving success for all children. They understand the demographics and unique context of Clackmannan well. As a result, they know the children and families well and understand learners' individual needs. They place high importance on supporting the emotional and social needs of children and have created a welcoming environment. Staff have built effective partnerships and relationships with local partners in the community. The school is regarded positively by its community and the headteacher is committed to establishing and sustaining positive links with all families.
- The headteacher encourages distributed leadership and communicates clearly to staff in identifying change in their own practice and across the work of the school. This includes children having a say through participation groups, well-planned health and wellbeing curriculum and a growing emphasis on play-led learning. The clear focus of the headteacher on improving health and wellbeing and children's self-esteem is leading to most children being ready to learn and engaging positively with school.
- Staff make effective use of challenge questions from the national self-evaluation toolkit *How good is our school?* (4th edition) when evaluating the work of the school. They work effectively as leaders of learning and are developing a shared vision of Curriculum for Excellence. Staff demonstrate a commitment to continuous improvement and are keen to learn from others to ensure they continue to refine and improve their practice. They value the opportunities they have for professional dialogue and liaison for planning for learning. This helps them to regularly support one another in improving consistently high-quality learning and teaching. Staff access a variety of professional learning opportunities including peer visits and cluster school meetings. We have encouraged staff to continue to look outwards at practice beyond their own school and cluster. We have asked that staff maximise opportunities for professional dialogue amongst themselves and with promoted staff. This will strengthen consistency across the school in implementing and evaluating initiatives related to anti-bullying, positive behaviour and the use of assessment.
- Children across all stages are contributing to school improvement through their leadership responsibilities. There is an established link with Lornshill Academy where leadership skills, gained through 'young leader training', are further developed through the active schools programme. There is scope to increase the range of ways children contribute to evaluating the school's work and involve them more systematically using recently published national guidance.
- The school benefits from Pupil Equity Funding (PEF) and identifies early intervention in literacy and numeracy as the focus for additional staffing and resources. Taking forward its partnership with Psychological Services, the headteacher and depute headteacher should define the measures to evaluate success and plan next steps.

## 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

- There is a positive ethos throughout the school. Relationships amongst most children are positive. Across the school, children are developing skills in taking turns to talk and appreciating the views of others. Overall, most children engage positively in their learning and have mutually respectful relationships with staff. Most listen carefully to their teachers and are well behaved. There is scope to increase the pace and challenge in lessons across the school to improve children's engagement in learning.
- In almost all classes, children lead aspects of their learning and select activities to match their capability. They take responsibility and are becoming increasingly independent in their learning. Almost all children, are developing their skills in talking about their learning and understanding their progress.
- Overall, the quality of teaching is good. It is underpinned clearly by the school's values of achievement, nurture, fairness, honesty and respect. A few teachers show particular skill in motivating learners through skilfully matching learning with their needs. They successfully use varied strategies to motivate children, ensuring learning is relevant and interesting.
- All teachers use digital technologies to enhance teaching and stimulate children's learning. They use digital technologies to record, assess and celebrate children's learning.
- The school is in the process of developing an outdoor classroom to provide children with an alternative learning space. Teachers should continue to develop play-led learning at the early level and build on this effective approach.
- All teachers give clear explanations and instructions to children, with most teachers outlining appropriate learning intentions and success criteria. Children are developing a clear understanding of their learning. A next step for the school is for teachers and children to work together to develop success criteria more consistently. There is scope to improve consistency in the use of questioning to deepen children's learning.
- Teachers use a range of assessments to help them determine children's progress and plan ongoing teaching and learning. They should now consider developing a framework for assessment including holistic assessment. This will support the team in developing a shared understanding of what children can be expected to achieve.
- The senior leadership team hold useful, termly tracking and monitoring meetings with teaching staff to discuss children's progress and planning for learning. Children's progress in literacy and numeracy is tracked against local authority progression pathways and assessed

against national benchmarks. Teachers are becoming more confident in using assessment information leading to children making appropriate progress in their learning. Teachers also track the progress of targeted children regularly in areas such as attendance, attainment, risk of exclusion, engagement and participation in wider achievement. This is leading to improved engagement and participation for individual children and their families. The school is about to implement the local authority tracking system. This will help staff to develop a clear overview of children's progress and on-going needs.

- Appropriate support and interventions are identified to address concerns regarding children's progress. There is scope for senior leaders and teachers to formalise the recording and monitoring of children's needs, the interventions and impact on learners. Teachers continue to undertake a variety of planned moderation activities at school, cluster and local authority levels. This is leading to increased reliability and confidence in their professional judgements. It is also leading to greater consistency in the quality of teaching, learning and assessment across the school.

## 2.2 Curriculum: Learning pathways

- The school has successfully developed its curriculum for health and wellbeing. Interdisciplinary learning allows for appropriate personalisation and choice for learners.
- Progression pathways, whilst they vary in style and structure, support the planning and delivery of the experiences and outcomes across all aspects of the curriculum. The quality of the programme in one-plus-two should be reviewed in line with national guidance. Children have requested more opportunities for art and drama. Staff should continue to ensure that a broad general education is in place for all learners. Developing consistency in skills progression pathways in all curricular areas will improve progression and build more systematically on children's prior learning.
- Staff make effective use of digital technologies to create attractive wall displays of children's learning and achievements. There is scope to use displays to exemplify success in children's progression across CfE levels. This will help raise expectations throughout the school. 'Latest and best' portfolios exemplify children's individual success in their learning and progress. The school should build on these to share learning with peers and parents.
- Teachers take account of children's levels of achievement when planning themes in literacy and numeracy across the curriculum. Commendably, the school gives priority to skills for learning, life and work through regular focus weeks and activities on careers involving parents and partners. Developing the young workforce experiences and outcomes should now be linked more closely to the broad development of skills across the curriculum. Teachers should further develop citizenship, equalities and creativity.
- Teachers should increase opportunities for children to experience learning outdoors. They should now ensure they implement fully the progression pathway designed by the school.
- Staff should further extend the use of digital technologies across curriculum pathways to support learners.

## 2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff work together to continually increase parental and family engagement in their child's learning. The school has gradually increased attendance at curricular evenings, 'family conference evenings', and introduced curricular evening led by children. These activities are evaluated positively and help family members understand how well children are progressing. Parents value the development of 'latest and best' portfolios. These help them to engage more effectively in talking to their child about their learning.
- The school makes effective use of social media platforms to communicate with parents. The Parent Council also promotes school activities and engages with the wider parent forum. Senior leaders seek parents' views regularly. This helps staff to develop an understanding of children's and parent's needs. Recently, the school acted on parents views to organise a number of well-focused curricular evenings. The headteacher and staff aim to support all children, parents and families and respond positively to any concerns raised.

## 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

good

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 school has a strong, inclusive ethos where children are encouraged to develop a positive attitude to learning, respect for others and to succeed in a growing range of achievements. Children speak with confidence about the importance of respect towards adults in the school. They show a developing understanding of how they should respect one another and demonstrate this through positive behaviours and learning. The appropriate emphasis placed on respect and the meaning of the wellbeing indicators is leading to children beginning to use the language of rights education to evaluate and resolve situations and incidents of conflict.
- Wellbeing of children, staff and parents is valued and understood by the school and the range of partners linked to supporting children and their families. Collectively, they make effective use of wellbeing indicators from Getting it right for every child for whole-school focus weeks and events. This is supported through the health and wellbeing curriculum, class lessons and regular discussions with children. The focused discussions are helping develop children's skills of reflection. There is headroom for further development in children's understanding of wellbeing and their empathy for others. Children are well informed about initiatives such as developing resilience. However, children are not yet fully understanding how these help them to improve their wellbeing both in school and at home. The school should continue to focus on its development of resilience and building self-esteem ensuring this leads to all children feeling confident about their learning and positive about being in school. The continuous focus on improving wellbeing throughout the school is leading to positive outcomes for most children. The staff are making progress in improving the level of understanding children have of themselves and the skills they are learning.
- Most children, staff and parents are proud of the school and identify positively with its values and achievements. Staff support children effectively and support one another in providing a caring environment for children. The school's recently developed approaches to conflict resolution and restorative practices focus on the importance of respect. These approaches are becoming increasingly consistent and implemented by most staff across the school. The school should continue to improve consistency in positive behaviour management approaches and ensure that these are understood fully by children, staff and parents. The school should consider developing a clear understanding of children's rights to develop their responsibilities towards one another. Overall, relationships between staff and children across the school are positive. There is scope for relationships amongst a few children to improve and become more understanding of the feelings and needs of others. The recently introduced electronic tracking of bullying incidents will help improve the tracking and monitoring of incidents and recurring issues as they arise.
- Diversity is respected and approaches to developing children's and staff's understanding about barriers to learning continues to be extended. The recently revised curriculum for health and

wellbeing should now further develop the school's policy on promoting equalities. Building on the positive outcomes arising from the school's self-evaluation work, all children are included in participation groups that focus on various aspects of the school.

- The school fulfils its statutory requirements. Individual children's plans increasingly involve children, parents and staff effectively in their development, implementation and review. The teamwork of staff is leading to the needs of most children being met within the classroom setting. Staff use collaborative planning and guidance from promoted staff well. They recognise and plan strategies to support children who require high levels of intervention and additional support in their learning. The progress of children with additional support needs is monitored systematically and the success of interventions is evaluated regularly through professional dialogue. The school should continue to evidence the effectiveness of strategies to promoting positive behaviour. The commitment to professional learning for staff is developing an understanding of how social and emotional barriers impact on children's learning. The school should take forward its plans to fully implement its universal approach to understanding children's neurological development, nurture principles and attachment theory. (RfL) Staff are developing skills using the nurture framework which will assist in evaluating the early intervention work supported through Pupil Equity Funding. The school should consult with the education authority to review its accessibility plan and consider how all users can access the first and second floors of the building.

## 3.2 Raising attainment and achievement

satisfactory

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

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

- The overall attainment in literacy and numeracy is satisfactory. The majority of children, including those requiring additional support with their learning, are achieving appropriate Curriculum for Excellence levels. There is headroom to raise children's attainment across the school to ensure all children are challenged and achieve their full potential.
- The school's data shows that by the end of P1 most children achieve early level in reading, writing and listening and talking and the majority achieve in numeracy. By the end of P4, most children achieve first level in listening and talking, and the majority achieve first level in reading and writing and numeracy. By the end of P7, the majority of children achieve second level in reading, writing, and listening and talking but around half in numeracy.
- The inspection team is confident that data provided by the school, is becoming more accurate in illustrating children's progress. Senior leaders and teachers should continue to engage regularly in focused dialogue relating to children's progress and raising attainment. The increased rigour and coherence of the recently introduced local authority tracking and monitoring system should support professional dialogue and progression.

### Attainment in literacy and English

- The school's approaches to raising attainment in literacy and English result in most children making satisfactory progress from their prior levels of attainment.

### Listening and talking

- Across the school, most children listen well to instructions from their teachers. Most are engaged during class activities and take turns to respond to adults and their classmates. At all stages, most children enjoy listening and contributing to discussions linked to a good variety of novels. At first and second level, most children participate in class and group discussions well. There is scope to develop children's skills in listening and talking more progressively.

### Reading

- The school fosters an enjoyment in reading. Children access texts of their choice from well-stocked class libraries. Children at the early level, use knowledge of sounds and letters to read and write words. They use illustrations effectively to support their understanding of texts. Almost all children at the early level, express their preferences when selecting books. As they progress through first and second levels children demonstrate increased fluency and effective expression in their reading. By the end of second level, they understand the writer's craft and talk about characters and setting with confidence. They research information with growing confidence and from a range of sources. There is scope to increase children's skills in comprehension and be confident readers in a wider range of texts.

## Writing

- Overall, most children make satisfactory progress in writing and a few make good progress. At the early level, most children are beginning to develop independence in writing. At first level, the majority of children write independently, punctuating most sentences accurately. They organise writing in a logical order and appropriate format. They use simple punctuation accurately. By end of second level, the majority of children use sentences of differing lengths and vary sentence openings. Most link sentences using a range of conjunctions and use paragraphs. There is scope to develop children's writing skills through applying these to a wide range of real contexts.

## Attainment in numeracy and mathematics

- The school's approaches to raising attainment in numeracy and mathematics result in the majority of children making satisfactory progress from their prior levels of attainment. A few children are exceeding these levels. Teachers should ensure problem solving skills are developed systematically and that the level of challenge builds on prior learning.

## Number, money and measurement

- Children at all levels, have a good understanding of number. At the early level, children count up to 30 confidently. They add and subtract accurately within 20. At first and second levels, the majority of children calculate across the four processes with growing accuracy. They are developing an increasing knowledge through handling money and identifying all coins. At first level, children read simple analogue clock times. At second level, they use and convert minutes and hours confidently. They are not yet confident in reading 24 hour clock notation.

## Shape, position and movement

- Children at all levels have a good understanding about the properties of 2D shapes and 3D objects. At second level, the majority of children describe different types of angles well.

## Information handling

- Across all levels, children interpret bar charts. At first and second levels, they identify different types of graphs and charts but are not yet skilled in using a variety of information.

## Problem solving

- Children at all levels enjoy problem solving and most use a variety of strategies to solve problems with growing confidence.

## Attainment over time

- The school provided attainment data for literacy and numeracy for the past three years. They also provided data for this current session. The school is not yet in a position to provide similar data for other curriculum areas. Senior leaders recognise that the school's attainment data for literacy and numeracy is becoming more reliable as teachers are developing confidence in making robust professional judgements about achievement of a level.

## Overall quality of learners' achievement

- Across the school, staff are beginning to track and monitor children's participation in activities across the four contexts of learning. This helps them to ensure that all children are given opportunities to achieve and develop a range of skills. Children are using their 'latest and best' portfolios well to demonstrate the skills they are developing and the impact of these.
- Children take part in school opportunities to achieve and develop leadership skills. These include an Eco-Schools Scotland group and a Sports-Scotland group. Commendably, the school has achieved Sports-Scotland Gold Award for the quality of its work. Most children

have achieved success in sports activities, representing the school in a variety of ways. Children have also excelled in local authority quizzes and engaged in various fundraising activities. They are developing confidence and raising self-esteem through contributing effectively to the local community.

### **Equity for all learners**

- Teachers continue to develop a good understanding about the needs of all children. They track and monitor children's progress appropriately, ensuring children who face barriers to their learning, are supported well to achieve success.
- The school has used the Pupil Equity Funding (PEF) in a range of ways to improve attainment and health and wellbeing. The impact of the school's initiatives is to be evaluated. However, partnership work with Strathclyde University in relation to developing reading shows promising signs of raising attainment through children's engagement in reading.

## Choice of QI: Leadership of Learning

This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working. It focuses on leadership which improves outcomes for learners through enabling them to lead their own learning.

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- The headteacher is well-focused on school improvement and values teamwork. All teachers have a leadership responsibility and report feeling empowered in their roles. Shared leadership amongst the staff team is a strength in their approaches to teamwork and continuous improvement. The headteacher and depute headteacher promote leadership and school improvement through implementation of professional review. Employee Review and Development (ERD) processes evidence the impact of career long professional learning (CLPL) on learners.
- Staff are encouraged to use their skills, interests and expertise to lead aspects of the school's work. This is leading to consistency of practice in learning and teaching in numeracy, reading and in responding to children's emotional wellbeing.
- Staff take collective responsibility for all children, and use analysis of key assessment data to know and understand their needs. They work effectively with other professionals to provide support to children in order that their needs are recognised and support is targeted appropriately.
- There is a developing culture of improvement through CLPL, with many staff having undertaken additional leadership training during the past two years. This growing expertise is used to guide and implement change. Professional knowledge and skills together with reflection, are showing promising signs of impacting on attainment in literacy, numeracy and health and wellbeing. The school should continue to look inwards, outwards and forwards learning from colleagues in other schools, other local authorities and beyond.
- The school's work in improving reading has led to visits from other schools and contributes effectively to the authority and cluster improvement agenda. The school has well-established partnerships with Strathclyde University ensuring the focus on reading improvement is based on up-to-date research.
- Children lead regular successful curriculum evenings, including reading and numeracy, resulting in them sharing their learning with families. Children take leadership roles through participation groups. In addition, children at second level have taken the lead in the nursery by planning and developing learning opportunities for younger children. Children have opportunities to lead learning in classes by being involved in the planning of interdisciplinary learning opportunities leading to engaging them more fully in their learning.
- Whilst P7 children have a leadership role related to Developing the Young Workforce (DYW) this approach to DYW should be extended across the school exemplifying how skills developed in school have real life applications. This has the potential to improve engagement with the

learning process. In taking forward the school's ongoing development of the curriculum, staff should ensure children are fully involved and build on the positive start made to personalisation and choice.

- As identified by the school, staff should further develop formal peer moderation processes. The recently established teacher learning community should further develop feedback to learners. Staff should define the language for learning to help children understand themselves well as learners.

## 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.