

# Summarised inspection findings

**Craigbank Primary School**

**Clackmannanshire Council**

**SEED No: 5701627**

**15 May 2018**

## Key contextual information

Craigbank Primary School serves the area to the west of the main road in the village of Sauchie from Branshill Park to Lochbrae. The school roll is 305, with children allocated in 12 classes. The school works as part of the larger Lornshill Cluster but is most closely associated with Sauchie Early Learning and Childcare setting, Deerpark and Fishcross primary schools. Most children transfer from P7 to Lornshill High School.

### 1.1 Self-evaluation for self-improvement

**satisfactory**

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- collaborative approaches to self-evaluation
  - analysis and evaluation of intelligence and data
  - ensuring impact on learners' successes and achievements
- 
- The headteacher has been in post for six months and the depute headteacher for three months. In this short period of time, the headteacher and depute headteacher have made it their priority to get to know the school well and to successfully build effective relationships with parents, staff and children.
  - The headteacher has rightly streamlined the school improvement plan and, with staff, is focusing on a more manageable range of tasks to bring about further improvement. The staff focus is to develop a positive ethos and culture to raise children's attainment for literacy and English, and numeracy and mathematics. There is some evidence that changes made to approaches to learning and teaching are beginning to make a difference for the children's learning such as in writing and numeracy.
  - Staff, parents and children have participated in self-evaluation activities such as establishing a learning committee with school leaders, parents and children. The committee's views have influenced the school's new vision, values and aims. Staff and children have also created a draft curriculum rationale. Through the school improvement planning process, staff now need to evaluate what priorities are making the greatest difference to learning and teaching for children's progress and in raising their attainment. This will enable staff to confirm priorities and plan next steps for improvement.
  - School leaders make the parent council aware of the school's self-evaluation work at termly meetings. The wider parent group is kept informed through newsletters produced by a group of children known as 'Digital Ninjas'. Staff seek parents' views and take appropriate action, for example, developing restorative approaches to improve relationships. They are looking to engage children and their parents more in learning together in school. Events are planned for later this term following a successful open evening earlier in the school year. The school is at an early stage of involving all

stakeholders and there is scope to involve them more fully in the self-evaluation and improvement process.

- Staff are beginning to develop opportunities for children to have their say about school matters affecting them. Children in the upper stages are involved in learning walks around the school. As a result of feedback, staff now display more of the children's own work rather than published materials. Staff should involve children more effectively in decisions about their learning within well planned and relevant contexts.
- Staff are involved in moderation with cluster schools and a few staff participate in groups at authority level. Staff are beginning to moderate aspects of learning such as in improving children's writing. Effective moderation will support staff to develop a shared standard for literacy and numeracy across all stages more consistently. This shared standard will also enable staff to develop further their confidence in identifying how well children are progressing and achieving in their learning.
- Attainment is tracked by the leadership team and shared with teachers at regular meetings. Staff use standardised assessments and data to support their professional judgements. Together with school leaders, teachers identify and review how well children are progressing. They plan interventions to support children facing potential barriers to their learning or wellbeing. Staff regularly evaluate these interventions to ensure that targeted groups and individuals make the best possible progress. School leaders carefully review and adapt the deployment of support staff to where this benefits children most. The headteacher has purchased a range of new resources to support learning and teaching, and to motivate and engage children more in their learning.
- The school's monitoring calendar involves school leaders in a range of activities such as sampling children's work and class observations. Staff participate in peer observations which focus on improving approaches to learning and teaching. They are beginning to develop assessment for learning strategies, however, these are not yet consistent across the school. Staff should continue to seek out best practice, within and beyond the school.
- Staff work well as a team and participate in additional leadership roles to support the implementation of the school's improvement priorities effectively. Staff collaborate well in a range of professional learning activities. They are reflective about their practice and enthusiastic about the improvements they are making for the children's learning.
- The impact of self-evaluation on learning and teaching, children's attainment, achievement and wellbeing is at an early stage of developing. However, some improvements to relationships, behaviour and aspects of children's learning are evident as a result of self-evaluation and actions taken. Staff should continue to develop restorative and nurturing approaches across the school more consistently. There is scope to involve all children more effectively in decisions about their learning.

## 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.

### 3.2 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

#### Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English, and numeracy and mathematics is satisfactory. The school believes that recent work on conceptual understanding of numeracy is improving children's attainment. However, it is too early to accurately measure the impact of this work. A robust assessment programme applied consistently across the school will support the aim of raising attainment for all children. There is scope to improve the standard of presentation of children's work as this is variable across the school.

#### Attainment over time

- Most children make progress from their prior level of learning. The school's Curriculum for Excellence (CfE) attainment data for literacy shows that, by June 2017, most children achieved early level in numeracy and reading by the end of P1. The majority of children achieved early level in writing. By the end of P4, the majority of children achieved first level in numeracy, reading and writing. The majority of children at P7 achieved second level in numeracy, reading and writing. School attainment data and predictions for 2018 are not yet sufficiently robust to be reliable. The school recognises this and has introduced a new tracking system to better track children's progress and attainment over time.

#### Literacy and English

- Overall, the majority of children are making satisfactory progress in literacy and English.

#### Listening and talking

- Across the school, most children listen and respond well to adults and each other respectfully and with good manners. At early level, children are developing skills for listening and talking effectively. They are learning to take turns and to look at the person when speaking. They are confident to ask questions and respond to others appropriately.
- At first and second level, the majority of children contribute ideas and opinions well and are increasingly able to respond to non-verbal cues. They interact well with each other and are able to build on the ideas of their peers.
- In most classes, children have opportunities to talk to each other in pairs, trios and in groups as part of their work. Children would now benefit from progressive and structured opportunities across the curriculum to develop their skills for listening and talking further.

## Reading

- Across the school, most children are confident reading aloud and do so with an increasing fluency and expression. At first and second level, children clearly describe a love of books and reading, and the link with becoming good writers.
- At the early level, most children use their knowledge of sounds, letters and patterns to read words and are building a good sight vocabulary. A range of games, play activities as well as focused teaching is supporting this development. At first level, most children can explain why they prefer a particular author. By second level, children share their thoughts about characters, setting and the main ideas, and discuss the writer's style well.
- As children progress through the school, they decode and identify the main ideas of texts confidently. By the second level, children can apply a range of reading skills including inferring, summarising and predicting to show their understanding of texts. Across the school, there is scope for staff to build on the use of 'Blooms' to develop children's higher order thinking skills and questioning more effectively. Staff should reflect on the range of reading approaches used to ensure all children make the best possible progress.

## Writing

- The introduction of a focused and structured writing programme is beginning to have an impact on children's achievement. Across the school, children show an enjoyment of writing. Developing a shared vocabulary and consistent strategies for writing such as 'up levelling' and 'colourful rules' is supporting children's progress.
- Across the school, the majority of children write well using a range of genre. This includes letters, invitations, stories, persuasive writing and poems. At the first level, children write from different points of view and establish balanced arguments. By the end of second level, children have experience of writing extended pieces. Planning for writing includes opportunities for talking and is providing appropriate support for children. Children are developing a good vocabulary in context. This enables them to write engaging pieces. They understand and use punctuation and spelling rules appropriately.
- Children have opportunities to self and peer assess as well as receive feedback from teachers. In a few lessons observed, feedback was clearly linked to learning intentions and success criteria. More time should now be given so that the children can act on this feedback. Children would benefit from co-creating success criteria to make these more meaningful to them and to allow them to understand more fully what they need to do to improve.
- All staff have had opportunities to moderate writing and this has impacted on their expectations of how well children are achieving. Increased professional learning opportunities for staff to develop a shared standard for planning and assessment of learning and teaching would be beneficial. Effective use of the National Benchmark guidance will support staff in planning for assessment more effectively.

## Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory.
- An on-going priority for the school is developing a 'conceptual understanding of numeracy' approach to support improvements in attainment. Staff are beginning to use the Benchmark guidance for numeracy to develop a more robust standard to support their

professional judgement and to identify how well children are achieving expected CfE levels. They should continue to use the Benchmark guidance consistently at all stages to ensure assessment of children's achievement is accurate.

- Close working with the 'cluster champion' and school leader for numeracy has brought focus to this area for improvement. Children enjoy opportunities to reinforce their learning through practical activities. They should now be given the opportunity to further develop and apply their numeracy skills in real-life contexts and across the curriculum. A few children across the school talk confidently about how numeracy and mathematics support the world of work. Staff should continue to develop children's skills and attributes for learning, life and work as part of their focus on Developing Scotland's Young Workforce.

## **Number**

- Most children working towards achieving the early level can count and perform calculations requiring addition and subtraction to ten confidently. They are developing their knowledge of strategies to help them understand how to approach numerical problems and tasks. They can recall and recite number sequences from 0 to 20 and backwards from 20 to 0. The majority of children identify regular dot patterns and were observed arranging dots in patterns, arrays and five frames. They are developing their understanding and skills in using ordinal number for place value. At first level, children use strategies to estimate answers to calculations and problems. Most children working to achieve first level are developing skills in rounding whole numbers to nearest ten and a few confidently round to nearest 100. They are developing the use of mathematical vocabulary in discussing the four operations and most identify the value of each digit in a whole number up to 1,000. Most children working at second level round whole numbers to nearest 1,000 and 10,000, a few are confident in rounding to nearest 100,000. A few children demonstrate good understanding of a digit, its place and its value in numbers up to 1,000,000. Staff should now plan more challenging opportunities for children to extend and apply their skills in real-life situations and to raise their attainment.

## **Money**

- Children working at first level are developing their awareness of money and recognise a range of coins up to £1.00. They add money, cost shopping items and work out change using practical resources. At first level, a few children apply mental calculations to work out totals spent and change due accurately. At second level, children demonstrate an understanding of profit and loss accurately. They have an awareness of chance and probability although not yet confident in explaining these concepts. Opportunities to relate these concepts to real-life situations will increase children's confidence and raise their attainment.

## **Measurement**

- At early level, almost all children describe and compare lengths, height and frequency including longer, shorter, heavier and lighter. They measure everyday objects using non-standard units of measure such as building blocks, hand spans and footprints well. This was evident in cross-curricular activities in the 'Fairyland' topic. Staff should provide more opportunities for children to experiment with estimation. At first and second level, children are developing skills in estimation of length and weight of objects. Most children use rulers and metre sticks to calculate length accurately.

## **Shape, position and movement**

- Children working towards achieving first level can name a range of simple 2D shapes and 3D objects, and a few can demonstrate knowledge of their main properties. Most children working towards achieving the second level calculate the perimeter and area of a variety of shapes confidently. In discussion, they identify compass points and relate this to work on angles.

## **Information handling**

- The inspection team observed a few examples of children's work in presenting and displaying information in graph form. Across the school, there is scope for children to have more progressive experiences in this area.

## **Problem solving**

- A few older children can discuss approaches to solving real-life problems. Across the school, staff now need to ensure all children have opportunities to develop their thinking skills and problem solving strategies more effectively.

## **Overall quality of learners' achievement**

- Children's achievements in and out of school are recognised. Most classes have an achievement board which children and staff can contribute to and certificates and achievements are celebrated at assemblies. The 'Digital Ninjas' take responsibility for the school newsletter and share the life of the school with parents and carers. The school recognises that it now needs to consider how achievements can be tracked to ensure all children are achieving and to support children facing potential barriers to learning to make the best possible progress.
- Children participate in groups across the school including the pupil council, eco group, Junior Road Safety Officers and Rights Respecting Schools Committee, and contribute well to the life of the school. These groups provide opportunities for children to play a role in decision-making and to develop their citizenship skills. There are many opportunities for the children to attend out of school clubs and activities. The school should now explore increased opportunities for all children to lead learning in their classrooms.

## **Equity for all learners**

- All staff have a very good understanding of potential barriers to children's learning. School leaders and staff identify those children with additional support needs well. This information is shared appropriately and a record kept of children's attainment. In discussion with the inspection team, the headteacher was able to describe progress made by identified groups or individuals. Plans have been agreed to use Pupil Equity Funding (PEF) to enhance staffing and resources. These additional staff members will target support to close any poverty related attainment gap or other barriers to learning. The plan includes an enhanced parent and family partnership programme to encourage families to become more involved in their children's learning. The implementation of these plans is at an early stage although parental response is positive. The school should now move these plans forward to increase life chances for identified groups and individuals.

## 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.

## **Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
**E** enquiries@educationscotland.gsi.gov.uk

[www.education.gov.scot](http://www.education.gov.scot)

© Crown Copyright, 2018

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.