

# Summarised inspection findings

**Crawford Primary School**

South Lanarkshire Council

17 September 2019

## Key contextual information

Crawford Primary School is a non-denominational school, which serves the village of Crawford and the surrounding area, located near Biggar in South Lanarkshire. The school's provision comprises two multi-composite primary classes. In June 2019, the primary school roll was 18. The school is a newly built, modern facility with creative purpose-built outdoor play spaces. The headteacher has responsibility as headteacher in another local primary school. She is well supported by her principal teacher.

### 2.3 Learning, teaching and assessment

good

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

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

- Throughout the school, there is a very inclusive ethos and culture, with staff and children who are very proud of their school. Staff have created a very positive climate for learning. Children who responded to the pre-inspection questionnaire stated that they feel safe in school. Throughout the inspection, children are keen to learn, very well behaved and interact well with adults and each other during their learning. Children are happy, confident, articulate and very welcoming to visitors to their school.
- Children are offered enjoyable learning experiences in well-resourced and motivating learning environments, indoors and outdoors. Children understand the purpose of learning through clear outlines of expectations and targets for success. Staff discuss with children if they have been successful in their learning. As planned, staff should continue to ensure that children are clear about how to achieve their targets for learning, and what they need to do to improve. Overall, learning is well matched to the needs of children, with differentiated approaches to learning as appropriate. Staff should continue to develop and embed higher order thinking skills, by reviewing, on an ongoing basis, challenge in learning.
- Lessons are very well organised and prepared. Staff use a range of learning environments well, both indoors and outdoors, responding to children's interests, for example in the forest schools. Explanations and instructions are clear and helpful. As discussed with the headteacher and staff, children should be provided with more opportunities to lead and plan their learning. This will allow children to gain further independence in their learning. From our pre-inspection questionnaire, children indicate that they are encouraged by staff to do the best they can. All staff throughout the school work very well together as a whole staff team, and know children and families extremely well. Support staff provide valuable assistance to children who require support in a variety of aspects of their learning.
- Children are gaining confidence in using their digital skills throughout many areas of their learning. Children use opportunities well to develop and extend their skills in areas of interest through technologies, including in recent work with a partner school. Examples include

recording podcasts and sharing their work through the school website. As a result of this, children are gaining skills required to become digital citizens.

- Children's experiences in Crawford Primary School are enhanced through working closely with neighbouring schools, particularly Abington Primary School and Leadhills Primary School. They co-operate in activities such as sports events and residential trips. These activities also aid transition to secondary school. Staff at Crawford Primary School value their strong partnerships with parents and community partners, many of whom offer their skills to support learning opportunities. The school is aided in its partnerships by a very supportive Parent Council. Parents value the open and welcoming approach of the school, strong partnerships and regular communication, including through the school app. Children confidently share aspects of improvements to the school, for example the increased Forest School opportunities or their influence on aspects of the new school building. There is now a need to include further pupil voice and pupil leadership to aspects of the school improvement plan to involve pupils further in key decisions about school improvement.
- Teachers engage children well in learning conversations to reflect on their progress. Review jotters, pupil inputs to end of year reports, personal discussion opportunity with the headteacher, termly discussions with the teacher, headteacher and parents, all support children in reviewing their learning. Teachers are gaining skills in the use of effective feedback to support children in improving their learning. Children speak confidently about how this feedback from teachers supports them to know what they have learned and what they need to improve. As identified by the headteacher, there is now a need to enhance and embed feedback strategies from the teachers. Extending children's skills in supporting each other with appropriate peer feedback on their learning should also be developed.
- Overall, a variety of assessment information and approaches are used, including information from daily observations of learning, children's work, and standardised assessments. Teachers report increased confidence in their use of professional judgements of Curriculum for Excellence levels. Teachers use information well to plan next steps for learners. Teachers are involved in moderation of learning with staff from other schools across the learning community, including Biggar High School. Staff are beginning to consider assessment being used in a more holistic way. We agree with the school's plans to continue with moderation and collaboration activities with other schools. This will support a broader understanding of national expectations and standards to be achieved.
- Lessons are well-planned and are based on the experiences and outcomes across the curriculum at appropriate levels. Forward planning by staff is based on the national Benchmarks. Children are involved appropriately in influencing aspects of their learning, for example, within interdisciplinary learning contexts. This helps motivate children in their learning and supports them in asking questions to further their thinking. Staff should continue to provide more opportunities for children to plan for and lead aspects of their learning. Staff are providing relevant real life learning opportunities, including, examples of, 'families in the recent past', 'Crawford Careers convention', along with the 'Cool School skills', which children are proud to share. Staff should continue to support children in their ability to identify the skills they are developing through their learning and how these support them for learning, life and work.
- Through regular termly monitoring meetings, the headteacher and staff track the overall progress of individual children in literacy and numeracy. Progress is tracked against teachers' predictions for attainment. Teachers identify children who are not making appropriate progress and discuss and plan intervention strategies. As identified and discussed with the headteacher, although there are daily informal discussions and all staff are highly reflective, there is a need for continued rigour in quality assurance, including formal monitoring. The headteacher and

staff should continue to ensure positive impact of strategies on children's progress, to help support the school's drive to raise further children's attainment.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 3.2 Raising attainment and achievement

good

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

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

It is important to note that the number of children at each stage is variable and fewer than five, therefore, overall statements about progress have been made to ensure the anonymity of individuals.

- Overall, attainment in literacy and numeracy is good. The majority of children are making good progress appropriate to their age and stage and achieving the expected level. Attainment information provided by the school, along with classroom observations, documented evidence in jotters, and discussions with children and staff during the course of inspection, support this evidence. Staff are gaining confidence in linking their expectations to the national Benchmarks and this supports informing their professional judgement of achievement of a level. The school tracking information informs on individual progress. By providing this to staff, children who need additional help with their learning, are effectively supported. We agree with the school's plans to continue this work by extending working with other schools. This will improve approaches to moderation, assessment, planning, and tracking and monitoring to further increase the accuracy of judgements.

#### Attainment in literacy and English

- Overall, attainment literacy and English is good with the majority of children achieving appropriate levels of achievement. Children are making good progress with reading, writing and listening and talking.

#### Listening and talking

- Overall, children are developing and applying their skills in listening and talking well across the curriculum. Their skills in interacting with others are being developed from an early stage by working collaboratively and by having opportunities to present to the whole class group. Children listen well to each other in a respectful and mature manner. Children at the early level listen and respond to others appropriately. They share their ideas with their classmates and follow simple instructions. At first level, children take turns and contribute at the appropriate time when engaging with others. They communicate clearly and audibly. At second level, children contribute relevant ideas, information and opinions when engaging with others. They build on the contributions of others by clarifying points or supporting others opinions or ideas. They are developing their skills in delivering presentations. As identified by the headteacher, a more structured programme for listening would support progressive listening skills throughout the school. Consideration should be given to developing skills in debating, particularly with the older children.

#### Reading

- Overall, attainment in reading is very good. Given the small size of the school, individual cohorts are not identified in this report. The school has recently implemented a new strategy to improve standards in reading and engage reluctant readers. Almost all children are engaging

well with a range of texts across learning. Children enjoy selecting texts for their personal reading. At early level, children use their knowledge of sounds, letters and patterns to read words. They read aloud familiar texts with attention to simple punctuation. At first level, children answer literal, inferential and evaluative questions about texts. They offer their ideas to summarise and paraphrase texts, picking out key points. At second level, children have an awareness of a wide range of authors and read aloud with fluency, understanding and expression using appropriate pace and tone. Children speak positively about their enjoyment of reading and make relevant comments about structure, characterisation and setting with reference to the text.

## Writing

- Overall, attainment in writing is good. Given the small size of the school, individual cohorts are not identified in this report. Writing has been an area of focus throughout the school. A recent review of writing has resulted in a new progressive programme for writing throughout the school with professional learning to support this.
- At early level, children attempt to spell familiar words correctly and use capital letters and full stops in at least one sentence. At first level, children use their knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words and link sentences using common conjunctives. At second level, children create texts for a range of purposes and audiences selecting appropriate genre, form, structure and style. Examples include, poems in relation to their Forest Schools work, or their many imaginative stories. Older children report a real enjoyment of writing imaginative stories. Children also make appropriate choices about layout and presentation of their writing to engage the reader. Presentation varies throughout writing. In order to raise standards, there is a need to reinforce consistency of expectations and standards of presentation throughout all writing. It would be beneficial for children to have opportunities for sharing writing with a wider audience. For example, through shared work with partner schools. This will support the planned work in improvements to feedback, including peer reviews in writing.

## Attainment in numeracy and mathematics

- Overall, progress in numeracy and mathematics is good. The majority of children are making appropriate progress in numeracy and mathematics and are on track to achieve the appropriate Curriculum for Excellence levels by the end of the school year. Working collaboratively with cluster schools, teachers have introduced strategies to improve mental agility. This is building children's confidence in skills and improving their engagement. Staff should continue to develop further interesting real life contexts where children can apply their numeracy and mathematics knowledge. This will help to ensure all children experience appropriate pace, challenge and depth in their learning.

## Number, money and measure

- The majority of children at early level add and subtract within ten and can sequence numbers to 20. They are confident in recognising and naming coins from 1p to £1.00. Children are confident handling coins of different value and use coins readily to pay for items in their class activities. At first level, children add and subtract confidently with two digit calculations. They are confident rounding to nearest ten or 100 and count forwards or backwards in twos, fives and tens. At second level, children recognise the numerator and denominator in fractions. A few were hesitant about recognising improper fractions and mixed numbers. The majority of children change fractions to percentages and decimals with confidence. They are aware of place value of large numbers up to six figures and articulate their strategies for addition and subtraction with growing confidence. The majority of children at second level carry out money calculations involving the four operations. They also compare costs of various items and work out change from a complex shopping bill. The majority of children at second level are

confident adding hours and minutes and complete problem solving activities involving the addition and subtraction of time.

### **Shape, position and movement**

- Across the school, children have a growing awareness of 2D shapes and 3D objects. Children working at early level recognise and describe simple 2D shapes. At first level, children are confident in describing 2D shapes 3D objects and their properties. At second level, children describe a wide range of 3D shapes and discuss their properties with confidence. At second level, children identify a range of angles including acute, obtuse, and straight angles and describe their properties. The children recognise these angles in real life contexts in the classroom environment.

### **Information handling**

- The majority of children at early level are developing their understanding about the gathering, collation and representation of data. They interpret simple charts and discuss the information they contain. By first and second level, the majority of children are making use of tally marks, pictographs, bar graphs, line graphs and pie charts. They display awareness of appropriate scales to help present their information. Children present their pictorial information on a wide range of curricular areas. The majority of children at second level confidently make use of digital technology to enhance their presented information.

### **Attainment over time in literacy and numeracy**

- Due to the small numbers of children at each stage within the school, data cannot accurately define trends over time in attainment. Based on tracking evidence provided by the school, including from teachers' judgements and data from standardised assessments, the majority of children have made good progress over recent years. This is further supported by the school's other assessment approaches and their monitoring systems. The headteacher has identified overall an improving picture, in attainment over the past few years, and inspection activity would support this. Staff collaborate well to enhance the consistency and reliability of their judgements when assessing children's work. Staff build a clear picture of each child's progress on an individual basis and accurately record their achievements. Staff should continue to develop their assessment and moderation skills, in partnership with their learning community schools, to improve their awareness of national standards and expectations.

### **Achievement**

- There are opportunities across the school for children to participate and achieve in a wide range of sports, activities and broad interests in and beyond the school day. The school works effectively with a number of key partners who offer the children many diverse opportunities, for example, Active Schools. Children particularly enjoy their 'forest schools' learning where they gain a variety of skills. Their 'PASSport for wider achievement,' records and tracks their individual achievements. 'Bingo Ball Blethers' and school assemblies provide opportunities to reflect on, share and celebrate wider achievements together. The recording of children's achievements should be tracked more closely to monitor equity in participation.

### **Equity for all learners**

- The headteacher and staff know the children and families very well. They are well aware of the local context and their need to extend the children's horizons when looking at developing skills for life, learning and work. The school uses its allocation of Pupil Equity Funding to support an educational excursion which offers the children an enjoyable experience building on their life skills. The staff also identify new resources and approaches to the benefit of children, resulting in greater engagement and enjoyment in their curriculum.



## 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.