

# Summarised inspection findings

**Sanderson's Wynd Primary School and Nursery Class**

East Lothian Council

3 March 2020

## Key contextual information

Sanderson's Wynd is a non-denominational school in the town of Tranent. Currently, the school has a roll of 324 children across 14 classes and a large nursery class offering a range of provision. The school has provision, known as The Hub, for children with Autism Spectrum Disorders and severe and complex additional support needs. The Hub has one class for children aged two to those not yet attending school, and four classes for children of school age.

The leadership team has changed significantly over the last few years. The current leadership team has brought much needed stability to the school, nursery class and The Hub.

### 2.3 Learning, teaching and assessment

**satisfactory**

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 headteacher and staff are committed to creating a learning environment where all children are valued, respected and included. Over the last two years, they have taken significant steps to create an environment where all children feel valued, included, respected and safe. The positive relationship policy has been updated to ensure any incidents of misbehaviour are dealt with appropriately. The headteacher should continue to work with parents and children to ensure the whole school community has a shared understanding of the school's positive relationships policy and approaches to supporting children.
- Most children articulate confidently the school values 'safe, respected and ready to learn'. These values underpin the work of the school. Class charters linked to the school values and ongoing work on the United Nations Convention on the Rights of the Child are supporting children to be ready to learn. Most children are keen to do well and engage positively in their learning. A few children require further support to engage in their learning.
- Children across the school value the opportunities they have to work with children from other classes and The Hub. This is developing their sense of the wider school community and their place within it. Teachers use consistent visual supports and shared language on expectations this is beginning to help create a calm learning environment. The headteacher and staff should continue to plan meaningful opportunities for children to work together across the school.
- The school has taken steps to improve the quality of learning and teaching. Teachers have agreed the key features of a quality lesson. They have used this to create a 'lesson blueprint' and a 'building brilliance' tool. Although these are at the early stages of implementation, they are already leading to a more consistent approach across the school. Currently, the quality of teaching is still too variable. Teachers should build on this positive start to ensure high-quality learning experiences for all children.
- Most teachers provide clear and effective instructions and explanations. They set tasks and activities that meet the needs of the majority of children. While there are examples of teachers

sharing the purpose of learning with children, this is not yet consistent. A few teachers share learning intentions and success criteria that are not easily understood by children.

- Learning assistants and support for learning staff provide effective support for most children who require additional support with their learning. Seniors leaders should continue to improve this support to ensure the needs of all children are met. They should include support for higher attaining children who require further challenge in their learning. Teachers should develop further approaches to learning and teaching ensuring all children experience an appropriate level of pace and challenge.
- Most staff make effective use of digital technologies in their teaching. Children benefit from the use of laptops and tablets in their learning to create digital presentations and carry out research. Children who have English as an additional language use translation software well with peer support. Children across the school would benefit from increased opportunities to use a wider range of digital technologies across the curriculum.
- Children talk with enthusiasm about outdoor learning experiences. They participate in high quality outdoor learning such as 'Teepee Tuesdays' and 'Welly Wednesdays'. This provides them, with well-planned opportunities to apply their learning in creative ways in a relevant, real-life context. For example, younger children participate in numeracy activities in the 'Secret Garden'. Older children develop their orienteering skills well in the school grounds.
- In a majority of lessons, teachers use questioning to check children's understanding. In a few classes, they do so to extend and deepen children's thinking. Teachers are beginning to use feedback to help children understand what they are doing well and what they need to do to improve. As a result, children are at the early stages of reflecting on themselves as learners. Teachers should continue to develop approaches to involve children in planning and evaluating their learning.
- Teachers use a range of summative assessments well in literacy and numeracy to inform their planning. Teachers update class tracking on a termly basis. They use the East Lothian Council (ELC) Frameworks to support planning for children's learning, as they develop approaches to ensuring pace, challenge and progression in learning for all children.
- The school has developed a useful model of moderation on which they are now building. Teachers participate in 'numeracy trios' with colleagues across the school. They value the growing culture of trust and peer support and are keen to share practice and learn from each other. Teachers are becoming increasingly confident at supporting and challenging colleagues. They are continuing to develop their understanding of how to make high quality assessment judgements. They have taken positive steps to moderate standards with colleagues in the associated schools group. They should moderate across other curricular areas and with colleagues in the associated schools group.
- Senior leaders are developing their approaches to monitoring and tracking. This includes teachers having a greater involvement in developing approaches to planning and assessment. Teachers recognise that increasingly robust assessment information will help to plan and evaluate the impact of interventions on children's learning.
- Senior leaders and teachers should now develop an effective whole school overview of children's progress. This should help them to monitor the attainment of targeted groups and make appropriate adaptations to learning experiences and teaching.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

## 3.2 Raising attainment and achievement

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

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory. Most children with additional support needs make appropriate progress from prior levels of learning in line with individualised targets. There are early signs of increased attainment in aspects of literacy and numeracy. Whilst the school is taking action to begin to improve the accuracy of teachers' judgements, this remains an area for further development.

### Attainment in literacy and English

- The majority of children make satisfactory progress in writing and listening and talking. Most children make good progress in reading.

### Listening and talking

- The majority of children across the school are confident when speaking to adults and each other, and share ideas and opinions clearly. Across the school, a few children talk well, suggesting solutions and presenting arguments articulately. A minority of children are not yet confident when speaking to larger groups. At early level, the majority of children listen well to stories and a few ask and answer relevant questions. At first and second level, the majority of children listen and respond appropriately when talking to a partner. They articulate their learning confidently when presenting at assemblies. At second level, the majority of children identify the features of effective talking and listening. A minority of children, in most classes, talk over each other in class or group situations and do not listen well to instructions or explanations from staff. Children are not yet sufficiently skilled at building on the ideas and opinions of others.

### Reading

- Across the school, most children enjoy reading and engage well with a range of texts. Most children at early level recognise initial sounds and simple blends. They are less confident when identifying sounds at the end of words. At first level, most children use strategies to support their reading. They know the key features of books and talk about the authors they enjoy. By the end of first level, children make notes of relevant information when researching in order to create their own texts. They cannot explain the difference between fiction and non-fiction. Across second level, most children skim and scan texts for information. They summarise effectively and identify the main ideas within a text. They are not yet confident in asking and answering inferential questions.

### Writing

- Across the school, children write well for a range of purposes. At early level, the majority of children write using lower case letters and a few capital letters. They know there should be spaces between words but do not always apply this to their writing. At first level, the majority of children use simple punctuation accurately in their writing. They write simple personal accounts and create diary entries for characters from class novels. The majority of children use

interesting vocabulary in their writing. A few use descriptive language well to engage the reader. At second level, the majority of children apply their writing skills appropriately across the curriculum. The majority of children, with support, use paragraphs, headings and bullet points to structure their writing. They are beginning to use persuasive language to support an argument. Older children are not yet confident in producing extended pieces of imaginative writing.

### **Numeracy and mathematics**

- Overall, attainment in numeracy and mathematics is satisfactory.

### **Number, money and measure**

- Across the school, children are not confident when recalling number facts. This is impacting on their ability to solve problems mentally. The majority of children at early level double numbers to ten, with a few able to double to 20. Most identify numbers to 20 and understand place value to ten. The majority identify real-life contexts for using money. By the end of first level, most children order simple fractions and describe what a fraction is. A few are not confident in working with fractions. They use digital and analogue clocks to tell the time to quarter and half past the hour. The majority of children at second level simplify fractions and understand the link between fractions, decimals and percentages. Children at second level are beginning to solve more complex number problems. They cannot yet apply their numeracy skills confidently in unfamiliar contexts.

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

- The majority of children at early level identify symmetrical shapes with one line of symmetry. They identify and draw basic two-dimensional shapes with increasing confidence. The majority describe basic properties of two-dimensional shapes. The majority of children at first level recognise more complex two-dimensional shapes and three-dimensional objects. They discuss their properties using appropriate mathematical language. The majority of children name acute, obtuse and right angles and label compass points. At second level, a few children know the diameter and radius of a circle. The majority calculate complementary and supplementary angles. They use protractors to draw acute and obtuse angles. Children across the school are not yet confident in applying their knowledge to solve problems involving shape and angles.

### **Information handling**

- Children at early level collect and display information using a Venn diagram, a few discuss the information on display. At first level, the majority use tally marks appropriately to collate information and present it on simple bar graphs. They complete surveys and discuss the results. Children are not yet sufficiently skilled at recording and interpreting data using digital technologies. They cannot present information in increasingly complex diagrams, tables and graphs.

### **Attainment over time**

- Current whole-school data shows overall improvements in attainment in literacy and English and numeracy and mathematics over recent years. Senior leaders are increasing the rigour of professional dialogue at tracking and progress meetings to increase the focus on improving attainment for all. Senior leaders now need to improve further approaches to ensure the data gathered reflects incremental progress towards achievement of a level more accurately. This is required to enable senior leaders and teachers to identify trends and to track the attainment of groups of children, as well as classes, more effectively.

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

- Children have increasing opportunities to develop a range of skills, and experience success through planned activities which support wider achievement. High quality outdoor learning experiences support children to manage risk effectively and allow them to apply their learning successfully in a different context. Children develop a responsible attitude towards sustainability and caring for the environment through participation in the Eco-Schools Scotland programme and the John Muir Award. Staff work closely with Active Schools to provide a range of clubs and activities which help children develop a sense of teamwork and build their confidence. Children increasingly contribute to the life of the school and wider community well through leadership roles. For example, as prefects, digital leaders, buddies and house captains. They develop their communication skills effectively through learning to sign as part of the school's inclusive approach and implementation of total communication.
- Staff celebrate and share children's achievements in a range of ways including in class, at assemblies and on social media. There is an increasing focus on skills within learning and teaching, this is supporting children well to make links between learning and the world of work. Senior leaders need to track children's achievements to ensure each individual has opportunities for success.

## **Equity for all learners**

- All staff have an understanding of the socio-economic context of the school and potential barriers impacting on children's attainment and participation. Senior leaders offer discrete and appropriate supports to children and families to ensure all children participate fully in the life of the school. Interventions such as the nurture base and holiday lunch club are funded through the Pupil Equity Fund. These interventions are leading to increased engagement, but as yet, these interventions are not leading to increased attainment. Senior leaders need to track and evaluate these interventions to measure their impact on raising attainment.



### Context

The Hub supports children from across East Lothian Council. There are four classes in total, two classes for children with Severe and Complex Needs (SCN) and two classes for children with Autistic Spectrum Disorder (ASD). Twenty five children currently attend on full time basis. Children in The Hub require intensive support from a multi-disciplinary team of teachers, additional support needs assistants (ASNAs) and allied health professionals. Each class has a dedicated teacher and a small team of ASNAs.

### QI 2.3 Learning, teaching and assessment

- Overall, in The Hub, the quality of learning, teaching and assessment is good. The Hub has a nurturing and welcoming ethos. Children from mainstream classes work meaningfully alongside those with ASD and SCN. When their peers are supporting them, children are enthusiastic and engaged. Across the school, almost all children understand the signs used within The Hub. Almost all children in the school benefit from the consistent use of standardised picture communication cards.
- Senior leaders are developing an environment where communication is achievable for all. They actively encourage all children to be independent. Children make effective use of high and low technology devices such as switches, communication mats and communication software. This aids choice and encourages children to take an active role in learning. Children learn to use motorised wheelchairs using the smart platform. This helps children to be more independent and mobile. Occupational therapists offer comprehensive advice on how best children can learn to master this technology.
- The majority of children work on appropriate, enjoyable tasks that match their learning needs. Allied health professionals support children to overcome physical barriers to learning. On occasions, a few children are not fully engaged in learning. This mainly occurs when children are learning to take turns and, as a result, the tasks take too long. Staff now need to review the appropriateness of these tasks. In the majority of lessons, teachers use creative approaches and well-chosen resources to support the development of children's communication skills.
- Staff use National Milestones effectively to plan for children with complex additional support needs. Teachers keep track of incremental progress effectively and illustrate a child's learning journey and next steps in learning. Teachers use Milestones, alongside National Benchmarks, to facilitate multi-level assessments. Staff document children's progress using photographs and written evidence. Varied assessment approaches allow children to demonstrate progress in many ways. Senior leaders have taken positive steps to develop approaches to moderation.
- Planning for learning is highly individualised and takes account of Curriculum for Excellence experiences and outcomes. A minority of children have coordinated support plans. These are comprehensive in nature and link well with individualised education plans. All children have a child's plan. Teachers undertake additional support needs profiling and each child has an individualised tracking and monitoring document for Milestones and/or National Benchmarks. They have 'learning journey' files. Reports and profiles identify 'strategies to help' and the quadrant system captures an overview of The Hub's attainment. Senior leaders should review the volume and timing of recording and documentation to avoid unnecessary bureaucracy.



## QI 3.2 Raising attainment and achievement

### Attainment in literacy and numeracy

- All children make appropriate progress from their prior levels of attainment in literacy and numeracy.
- The majority of children establish and maintain concentration for short periods and enjoy storybooks. Children listen attentively and show interest in illustrations. A minority of children identify initial sounds. A few are beginning to use a pencil without support. The majority of children set their own timetable daily and enjoy inclusive activities with mainstream peers. A minority of children with ASD say and read numbers to 30 and count in twos and fives. A few children working at early level order the months of the year and tell the time to the hour.
- As a result, of recently introduced assistive technology, communication and mobility aids, children are increasingly engaged in their learning. They are clear about what they need and want. They use switches and the mobility platform to move their wheelchairs. As a result, children have more autonomy and independence.

### Overall quality of learners' achievement

- Children attend and participate in weekly whole school assemblies. They lead learning using sign and assistive technologies. Children go to the supermarket weekly to gain experience in the community and to develop skills for learning and life. They work together to develop communication methods. Peers who are normally taught in the mainstream part of the school record their voices on communication switches. This gives the children a realistic child's voice, which encourages effective use of this tool. Children use switches to make choices, ask questions and make statements.

### Equity for all learners

- The majority of children are non-verbal. They express themselves with pictorial aids and through assistive technology. This works very well and almost all children communicate opinions and preferences in this way. Staff remove obstacles where possible. Allied health professionals work closely with school staff. As a result of this effective partnership working, children participate more fully. Class teachers provide effective support for children to develop strategies that make them more resilient and independent. Those children who are new to the school have improved attendance compared to prior levels. There are also improvements in listening, focused attention and a heightened tolerance to regular classroom activities.

## 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.