

# Summarised inspection findings

**Roseburn Primary School**

The City of Edinburgh Council

4 February 2025

## Key contextual information

Roseburn Primary School is situated in the northwest of Edinburgh. There are 251 children across 10 classes. A majority of children reside in quintile 5 of the Scottish Index of Multiple Deprivation. A minority of children require additional support for aspects of their learning. The school community is diverse, with a minority of children having English as an additional language. The headteacher has been in post for just over six years. She is supported by two principal teachers. Just over a third of the class teachers joined the school at the start of the current academic year.

### 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

- All children benefit from the warm, supportive ethos and positive, nurturing and mutually respectful relationships. All staff know children and families very well and are responsive to the needs of all. Across the school, all children and staff understand and uphold the school values of respect, responsibility, resilience, rights and relationships. These values underpin the daily life and work of the school. There is a clear commitment to children's rights, which is evidenced through the school ethos and class charters.
- Children are friendly, polite and welcoming. They are proud of their school and keen to share their learning with adults and peers. Children contribute effectively to the life of the school through engagement with their pupil leadership groups. They are actively involved in planning and making changes which impact positively on school life. For example, children initiated recent improvements to the outdoor environment. Senior leaders use effectively *How Good is OUR School?* (4<sup>th</sup> edition) and 'Bonus Ball Meetings' to support pupil voice and participation. Almost all children feel their views are listened to and most feel that their views are taken into account. Children across the school describe confidently and articulately how they influence the life of the school.
- Children work well independently, in pairs and in groups and are respectful and supportive of each other. In almost all lessons, most children are motivated to learn and engage well in their learning. Staff use restorative approaches effectively to help children resolve any conflicts that may arise. They support children to demonstrate their school values in their interactions with others. As a result, almost all children demonstrate high standards of behaviour.
- Almost all teachers plan a variety of different learning activities to engage children. Where this is most effective, teachers ensure that children experience appropriate pace and challenge in their learning and match tasks appropriately to children's learning needs. This is not yet consistent across all lessons. Teachers have co-created a 'learning, teaching and assessment' policy which outlines the key features of an effective lesson. Teachers should continue to

engage with this guidance to help ensure that all children benefit from consistent, high-quality learning and teaching.

- Almost all teachers' instructions are clear and help children to understand the purpose of lessons. They use a variety of ongoing informal assessment strategies well, such as regular reviews of progress and checking for understanding during lessons. In a majority of lessons, teachers use questioning to extend children's thinking. All teachers routinely explain how to be successful at the start of each lesson. In a few lessons, children identify and co-create the steps required for success. Teachers should work together to build on this positive start and extend the use of this approach across the school. This will develop further children's understanding about their learning and next steps.
- Most teachers are beginning to give children increased opportunities to contribute to the content of learning and teaching. For example, children identify what they want to learn about in social subjects and create their own circuits in physical education. As a result, children are becoming more empowered to lead their learning in these areas. Teachers should now provide children with increased opportunities to do this in other areas of the curriculum.
- Senior leaders have allocated additional staffing to P1 to support the development of play pedagogy. Staff in P1 have worked well together to embed this approach over recent years. They have created a stimulating and attractive classroom environment which supports children effectively to explore and investigate. Children demonstrate independence and confidence in their learning as a result. They develop well their literacy and numeracy skills and knowledge through participation in developmentally appropriate and motivating play experiences. Staff ensure there is a balance of adult-directed and child-led play opportunities. They scaffold children's learning through sensitive and skilful interventions. Staff should continue to build on this very positive approach to developing children's early literacy and numeracy skills, which they have shared with colleagues across the wider learning community.
- Most teachers use digital technologies well to enhance learning across the curriculum. The school has received accreditation recently for their developments in the use of digital technology to promote learning. Teachers plan learning using a clear progression pathway which allows children to develop and build upon their digital skills. Older children demonstrate confidence and ability to select when and how to use technology to enrich their learning.
- Most teachers provide clear and helpful verbal feedback to support children to make progress and identify their next steps in learning. Through self and peer assessment, most children increasingly articulate when and how they have been successful. Older children confidently discuss their learning targets in literacy, numeracy and health and wellbeing. In writing, most teachers give detailed written feedback on children's individual targets. This supports children effectively to revisit their work and reflect on their next steps. Teachers should extend this approach to other areas of the curriculum and provide written feedback more regularly to support children to be more aware of their learning journey across the curriculum.
- Teachers plan effectively for learning experiences across the curriculum using a digital planning format. They use local authority and school created frameworks well to provide progression through all areas of the curriculum. Teachers have created a three-year programme to help all children learn about areas such as climate issues, sustainability, wellbeing and resilience in a systematic manner. As a result, pupils have a broad and rich learning experience.

- Senior leaders have created an assessment and moderation framework. This provides useful information and comprehensive guidance to ensure a consistent approach to assessment across the school. All teachers use a variety of formative and summative assessments effectively to measure progress and identify any gaps in learning. Teachers now need to ensure that assessment information informs planning more fully. This should help them to differentiate learning appropriately to meet children's needs and provide sufficient challenge.
- Teachers are becoming more confident in using national Benchmarks to support their professional judgements in identifying the achievement of Curriculum for Excellence (CfE) levels. Their judgements on children's attainment are increasingly reliable and based on robust assessment evidence. All teachers take part in a range of moderation activities in school and with learning community colleagues. This has supported teachers to develop a stronger understanding of national expectations in writing. Senior leaders should now extend this further to include moderation across other curricular areas. This will help teachers to provide increased challenge across the curriculum and support all children to make the best possible progress in their learning.
- Senior leaders meet with teachers termly to review children's progress and attainment. This includes children who require additional support for aspects of their learning. Senior leaders and teachers analyse and discuss assessment information and examples of children's learning together and plan appropriate interventions and support. Staff record the outcome of these meetings using a digital tracking tool. This helps them to monitor children's progress and achievement within and through CfE levels in literacy, numeracy and health and wellbeing. Senior leaders and teachers should now build on this to develop their approaches to tracking children's attainment in other areas of the curriculum and the overall progress of children who require additional support for aspects of their learning.

## 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

very good

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

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

#### Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good. Almost all children at early and second levels, and most children at first level, achieve expected national expectations in literacy and numeracy. Across all stages, there are a few children who are exceeding expected levels of attainment.
- Most children who require additional support with their learning are making good progress towards their individual targets and a few are making very good progress.

#### Attainment in literacy and English

- Most children make good progress in writing and almost all children make good progress in reading and listening and talking. A minority of children at second level and a few at early and first level make very good progress in literacy.
- Children benefit from an inviting central library which they access regularly to select texts for personal reading. Children are developing their literacy skills well using this resource.

#### Listening and talking

- At early level, almost all children take turns listening and talking in a variety of contexts. They follow successfully simple instructions. At first level, almost all children ask and answer questions thoughtfully. They are able to express an opinion and relate this to the topic being discussed. At second level, almost all children express their views articulately and are respectful of others' points of view in the discussion. They identify the difference between fact and opinion confidently and give a variety of reasons to support this. Across the school, a few children require support to listen to the ideas of others and take turns appropriately.

#### Reading

- At early level, almost all children enjoy reading and listening to a range of texts. They hear and say sounds made by a combination of letters. They should continue to share their thoughts and feelings about stories and other texts. At first level, most children identify their favourite authors and genres and confidently share why they enjoy these books. They discuss the skills they are developing in reading activities and can read aloud confidently with expression. They should continue to practise answering inferential questions about texts. At second level, almost all children apply a range of reading skills, such as skimming and scanning, to help them read and understand unfamiliar texts. Children ask and answer questions about texts confidently. They should continue to develop their experience of answering evaluative questions about texts.

## **Writing**

- Almost all children at early level use a capital letter and a full stop in a sentence. They explore and use sounds, letters and words to help them write independently. A few children need to continue to practise formation of lower-case letters. At first level, most children punctuate sentences accurately and spell common words correctly. They plan and create texts using adjectives, adverbs and conjunctions effectively. Children should write texts of different lengths more regularly to apply and develop the skills they are learning. At second level, almost all children are motivated to write regularly for a range of purposes. They use techniques to engage or influence the reader, such as persuasive language. They should now develop further their knowledge of figurative language and use this in their writing.

## **Numeracy and mathematics**

- Almost all children make good progress at early and second level, and most make good progress at first level. A minority of children at second level, and a few at early and first level, make very good progress.

## **Number, money and measure**

- Almost all children at early level identify odd and even numbers and sequence numbers up to 30. They understand ordinal numbers and use coins to 10p correctly. They are less confident when linking daily routines and events to time and calculating change. At first level, most children use division facts to solve problems and use strategies to estimate an answer. They convert units of time and length with accuracy. They need to develop further their understanding of equivalent fractions. Almost all children at second level demonstrate quick recall of multiplication and division facts and understand place value. They calculate change from a given amount and understand the relationship between time, speed and distance. They are less confident when ordering and simplifying fractions.

## **Shape, position and movement**

- Almost all children at early level understand positional language and make patterns using two-dimensional shapes. They need to extend further their knowledge of three-dimensional objects and symmetry. At first level, most children understand the properties of three-dimensional objects and describe them using the correct terminology. They need support to develop their understanding of angles and grid references. Almost all children at second level draw nets of three-dimensional objects with accuracy, calculate area, perimeter and radius. They identify common angles and compass points.

## **Information handling**

- Almost all children at early level organise objects for a specific purpose and share their criteria with others. They give examples of how information is used in their own environment. At first level, children interpret information presented in a pie-chart and answer questions related to this. They can display the information in different formats, such as tables. Almost all children at second level have a very-well developed understanding of how data is collected and used in real life contexts. They are confident in working with spreadsheets. They use mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations.

## **Attainment over time**

- In recent years, the school has maintained high standards of attainment in literacy and numeracy. Overall, attainment has been in line with or above comparator and local authority averages at P1, P4 and P7.



- Senior leaders have robust systems in place to track and monitor children's attainment over time. Senior leaders and teachers use their tracking processes very well to identify children's progress in learning, provide appropriate interventions, and support their judgements of children's attainment. Senior leaders should now consider how to develop further their current systems and processes to track children's progress across all areas of the curriculum.
- Senior leaders monitor attendance carefully. Staff have developed a collaborative approach to reducing absence across the learning community. The 'Every Day Counts' initiative, and associated infographic, promotes the importance of attendance. It also highlights the negative impact that non-attendance can have on children's engagement in learning. Staff work closely with families to support children to attend school regularly and increase attendance. Staff have adopted a trusted adult approach to support a few children to attend school. In addition, a pupil support officer is helping a few children to improve attendance where persistent low attendance is a concern. As a result of these approaches, overall attendance has improved and is above the local authority average.

### **Overall quality of learners' achievements**

- All children have regular opportunities to share their achievements from in and out of school. Staff celebrate and recognise these in assemblies, in classes, on a digital platform and through various displays around the school. Staff commend learners who have embodied the four CfE capacities through the weekly certificates in assembly. Children have worked together to achieve a range of local and national awards and accreditations that recognise their work on sustainability, digital learning and children's rights. Children are proud of their achievements and success.
- Children have the option to participate in a range of lunchtime and after school clubs and groups. Staff track children's participation in these activities and use this information effectively to help ensure all children have equitable access and opportunities to achieve. Children play an active role within their school community. They participate in a range of school committees and groups, including class leadership and house groups. Children recognise that they are developing their leadership, teamwork and communication skills. They improve their confidence as a result of their participation in these activities and groups. As a next step, senior leaders should track the skills children are developing through their wider achievements.

### **Equity for all learners**

- All staff have a very well-developed understanding of the context of the school and the barriers to learning faced by children, including socio-economic disadvantage. Staff have taken action effectively to reduce the cost of the school day. This ensures family circumstances are not a barrier to children's access, participation and inclusion. The school subsidises the cost of trips through effective partnership working, fundraising for events and grant funding. Financial contributions are minimal or voluntary to enable all children to participate fully in school life and have equity of opportunity.
- Senior leaders use Pupil Equity Funding (PEF) to implement targeted interventions to support children with their health and wellbeing, improve attendance and raise attainment in literacy. The headteacher collaborates with colleagues from local schools to share resources and make effective use of additional funding available. Most identified children make good progress



towards their individual targets. Senior leaders should now develop a strategic overview to monitor the impact of targeted interventions on groups and individual children. This would demonstrate the overall impact more clearly and help to inform future planning for the use of additional funding.

## Other relevant evidence

- The headteacher consults appropriately with the Parent Council and the school community about the use of PEF.
- All children receive their entitlement to two hours of high-quality physical education every week. All children are taught French and older children learn German. This is in alignment with the 1 + 2 languages policy.

## 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.