

# Summarised inspection findings

**Craighead Primary School**

East Dunbartonshire Council

12 March 2019

## Key contextual information

Craighead Primary School is a non-denominational school situated in the village of Milton of Campsie. The school roll is 240 with children accommodated across ten classes. Around one fifth of children are entitled to free school meals. The school has experienced changes in leadership, and at the time of the inspection, the headteacher and acting depute had been in post for less than a year.

### 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 school has a caring ethos where children enjoy positive and respectful relationships with staff. Children show confidence in themselves and are happy in class. The school has plans to refresh their previous work on rights respecting approaches. This will build awareness of rights and responsibilities within the school and community amongst all stakeholders. Across the school, children who require additional support with their learning, are supported well in their learning.
- Most children are motivated, well behaved and engaged in their learning. Most literacy and numeracy tasks are appropriately differentiated and match children's needs. Most children work well in pairs and groups. While self and peer assessment is evident there is scope to develop this more effectively. High-quality feedback to children on their learning, should be developed so that children are clearer on their strengths, next steps in their learning, and have a clear understanding of the progress they are making. Written feedback in jotters is not yet consistent across the school. Teachers need to increase the opportunities for children to collaborate and develop independence in their learning.
- Play based learning is at the early stages of implementation. As this approach to learning develops it will be important to continually reflect and review provision to ensure the learning is purposeful and responsive to children's interests. As discussed, staff should reflect on the balance of adult-led, adult-initiated and child led learning.
- In a few lessons children engage in digital technology to support and consolidate learning. Plans to expand the digital learning hub are at the early stages. The use of digital resources as an integral part of learning and teaching needs to be carefully considered as this development progresses. Staff should ensure children develop skills in using a range of digital tools and can readily access these in their day to day learning.
- Most children say that the school listens to their views and takes them into account. All children are members of committees that contribute to the life of the school. Children enjoy the opportunity to have their voice heard and value their leadership roles.

- Teachers know the children well and have achieved an inclusive and supportive learning environment. In the most effective lessons contexts are stimulating, challenging and meaningful. In the best examples, interactions using skilled questioning builds on prior learning and enables children to develop higher order thinking skills. In most lessons explanations and instructions of tasks and activities are clear. In literacy and numeracy learning intentions and success criteria are shared with children. In the best examples, this is supporting the children to develop a language of learning. However, in a few lessons the suggested learning intentions were about tasks to be completed and did not highlight the learning.
- Overall the quality of teaching is satisfactory. The school leaders recognise the need to improve the consistency of high quality learning and teaching across the school. Rigorous self-evaluation approaches will support the staff team in knowing their strengths and areas for improvement. Staff should work together to share good practice. This includes a focus on increasing pace and challenge to support raising attainment for all children.
- Staff are at the early stages in their use of a range of assessment approaches for literacy and numeracy. Whilst there are planned assessment opportunities for literacy and numeracy, approaches to assess other curricular areas needs to be developed. Assessment is not yet integral to planning learning and teaching across the curriculum. The headteacher and staff should consider the range of evidence they use to make judgements on the achievement of a level. The school is aware of the need to have robust assessment information on children's attainment to ensure improved progress in Curriculum for Excellence levels. The use of holistic assessments should be introduced to support teacher's professional judgements. This will provide opportunities for children to apply their learning in new and unfamiliar contexts. The identification of skills linked to learning, life and work will support the development of personal learning targets that are relevant and understood by the children. The staff team recognises the need to further develop their understanding of the moderation cycle. In doing so, a shared understanding of expectations and standards should be achieved. Staff would benefit from increased opportunities to work together on moderating standards in literacy across all stages of the school.
- The school is at the early stages of implementing effective planning, monitoring and tracking systems for all curricular areas. Staff have daily and weekly plans which help them organise learning. Staff are developing confidence in their use of recently introduced progression frameworks when planning learning. Children would benefit from more meaningful involvement in planning their learning. There is scope for staff to continue to develop their expertise in planning tasks and activities which are challenging, relevant, related to real-life and developing important skills for life and work across all curricular areas. The school should continue to develop collaborative approaches to planning across and within levels and how the frameworks are used to support planning for assessment. As identified, children will benefit from more opportunities to lead 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

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 across the school is satisfactory. Children's attainment in reading, writing, listening and talking and numeracy and mathematics is satisfactory. Data provided by the school illustrates that almost all children are making good progress at P1 in reading, listening and talking and numeracy. At P4 most children make good progress in these areas. By P7 a majority of children make satisfactory progress from their prior levels of attainment in literacy and numeracy and are attaining appropriate levels. Only half of children at P7 achieve appropriate levels in writing. The data provided indicates that attainment declines as children move through the school. As the school continues to improve approaches to learning, teaching and assessment, staff should ensure data at all stages is valid and reliable. We have asked staff to work together to ensure data recorded at early level reflects children's progress more accurately. Children who need additional support with their learning are making appropriate progress.

#### Literacy and English language

##### Reading

- Children working towards first level are developing skills in using evidence from their reading books to answer questions about setting. They can explain what is meant by different genres, for example, fantasy. They can recall events in the story and talk about the main characters. By P7 most children are able to read confidently and can extract critical information from given texts. They can use skills of prediction, inference and summarising in group reading tasks. In most classes, children are beginning to use higher order thinking skills in their reading and the new reading resources are supporting this. Children can talk about novels and the features of books such as cover, title author and blurb. They can discuss their preference for different types of books. They talk with confidence about the novels they read in class by a range of quality authors. The school now needs to ensure that as they develop their approaches there is consistency in the teaching of reading for children as they progress through the school.

##### Listening and talking

- Across the school children are polite and demonstrate confidence talking to peers and adults including visitors. Children are developing their skills in listening and talking through a range of opportunities including paired and group tasks. In the best lessons, children are engaged, on task and focussed with effective listening and talking. In other lessons, children are less able to listen to others and there is scope to develop this further through clear learning experiences with a focus on listening and talking skills. A few confident and articulate older children need challenge in further developing skills in listening and talking. They would enjoy and benefit from opportunities to develop debating skills.

## Writing

- The school accurately identifies writing as the priority area of development. As the children move through the school, the majority are making appropriate progress. The introduction of a new writing resource is motivating children and they are enjoy developing their skills in writing. Children's active participation is supporting their awareness of story structure, choice and use of language and punctuation. Across the school children have opportunities to write for a range of purposes. The new structured approach supports them to produce single pieces of quality writing. For example writing diary pieces, or factual writing for The Campsie Chronicle. Older children enjoyed completing stories developing suspense in their writing. However, children need more frequent opportunity to practise the skills and genre they are developing. Older children told us they would like more freedom in their writing and to be left to write without interruption. At all stages, children practise spelling words in a variety of simple tasks. They would benefit from more opportunities to demonstrate and apply these skills in their wider writing tasks. Presentation of writing is variable across the school. Younger children need support to ensure letters are formed correctly to support the development of their writing skills. Children do not always know what they need to do to continue improving their writing. Feedback to children in their writing is variable and staff would benefit from reviewing their approaches to improve consistency in this to support children develop their writing skills. Staff need to ensure that children at all stages continue to experience regular opportunities to write using agreed whole school approaches. Staff should continue to work as a team to ensure consistently high quality experiences in writing. Staff now need to ensure that children have opportunities to develop their skills across the curriculum and not just solely relying on new resources to deliver improvements in literacy. In the best lessons, this was already apparent.

## Numeracy and mathematics

- The majority of children across the school are making appropriate progress in numeracy and mathematics. There is considerable scope for children to achieve more in numeracy and mathematics.

## Number, money and measure

- At early level, children use symbols to represent, greater than, less than and equals. They are developing confidence counting in tens, and identifying missing numbers in simple addition and subtraction tasks in fun challenge activities. Children working towards first level are building skills in using their knowledge of place value with three digit numbers to complete calculations. They can sequence the months of the year accurately. Children who have achieved first level can place decimals on a number line and round to the nearest whole number. They can talk about why learning about decimals helps them be accurate in measurement skills in real life. Children who have begun working at second level are becoming confident in addition and subtraction of four digit numbers. They enjoy solving money challenges. Children working towards second level engaged well in tasks to manage a budget for making a film. This included keeping a running total, and dealing with percentage cuts to budgets.

## Shape, position and movement

- At first level, children explored properties of two-dimensional shapes and recorded the number of sides of shapes. As they move through the school, they enjoy using 'property' clues to correctly identify the names of two-dimensional shapes and are familiar with the names of a range of three-dimensional objects. The school had identified gaps in children's learning in this area and has planned learning for older children to ensure their knowledge and skills improve.

## Information handling

- Children at the early level enjoy searching for two-dimensional shapes, and keeping a tally of each kind. They were supported to collect and display information in venn diagrams using

hoops. Children who have commenced first level learning had conducted a survey of their classmates favourite colours and used the information to make individual bar charts. Children at first level developed questions for peers to answer by reading information from graphs they had made about travel to school. As planned, the children need more opportunity to use digital tools in their data analysis and information handling activity. Older children were less confident to talk about information handling and had gaps in their learning. Children need more opportunity to demonstrate and apply their skills and knowledge in numeracy and mathematics in unfamiliar settings across the wider curriculum.

### **Attainment over time**

- The school has recently experienced significant changes in leadership. It is recognised that data over the years has been gathered and recorded in a range of ways, and is of variable quality. The headteacher and her team are establishing whole school approaches to assessment. Staff are gaining confidence in using their professional judgement about how well children are learning and progressing. There are now tracking systems in place to support effective monitoring of children's progress and help identify children's learning needs. A series of interventions has been introduced to improve attainment for all children, and for individuals who face challenges in their lives and learning. This includes whole school approaches to learning and teaching of writing. These approaches are at an early stage of implementation and staff are confident that their work in writing is having a positive impact on children's progress, and the quality of their work. This should be kept under review. Senior leaders should also monitor children's play based learning to ensure children make sufficient progress towards Curriculum for Excellence levels.
- Staff do not yet track children's progress or attainment across the wider curriculum. There is scope to review aspects of the wider curriculum, including contexts for learning, to ensure children make sufficient progress across all areas. Children are not making appropriate progress in music and art and design.

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

- Children's achievements in and outwith school are recognised and celebrated at assemblies and in displays around the school. Children are proud to talk of their success in cultural and sporting activities. They are confident participants in community events including supporting the railway regeneration group and entertaining older members of the village. The recent 50th birthday celebrations strengthened the community spirit in the village and supported children to learn about the past alongside their families and neighbours. The school has plans to extend the number and range of clubs and activities available to the children. This includes working towards a Sports Scotland award. Staff have begun to track children's wider achievements. This is supporting them in ensuring all children participate and achieve. To promote children's understanding of the skills they acquire across their learning, a next step should include a whole school focus on the development of skills for learning, life and work. Children across the school would benefit from engaging with the career education standard.

### **Equity for all learners**

- Staff know children and their families very well. Senior leaders have systems in place to support equity for children facing socio economic challenge or other barriers to learning. Pupil Equity Fund is being targeted appropriately to support learning. This includes additional staffing, new digital tools and resources to support literacy and numeracy. All of this work is at an early stage of implementation, and it is too soon to report on impact on children's progress.

## 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.