

Summarised inspection findings

Borestone Primary School

Stirling Council

25 April 2023

Key contextual information

Borestone Primary School is a non-denominational primary school serving the Borestone and Cultenhove communities and surrounding area within the town of Stirling. The school roll is 289 children across 13 classes. Seventy-one percent of children live within Scottish Index of Multiple Deprivation one to four. The senior leadership team consists of a headteacher, a deputy headteacher, a principal teacher, and two acting principal teachers who share one full-time equivalent role. The headteacher has been in post since January 2020. Since the pandemic, there have been high levels of staff absence. An additional two classrooms, staff room and multi-purpose room are currently under construction.

Borestone Primary School nursery class is within the school building. The headteacher has overall responsibility for the nursery. The nursery class has been inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class for inspection. The local authority and headteacher made the decision for only the primary school classes to be inspected and therefore the contents of the SIF does not include the nursery class.

1.3 Leadership of change

satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides a strong focus on developing positive relationships and supporting children's wellbeing across the school. She works effectively with staff, children and the wider community to develop a rights-respecting ethos across the school. All staff are committed to helping children to identify and understand challenges which are a barrier to their learning. They support children effectively to develop strategies to deal with challenging feelings. As a result, the headteacher and all staff have created a positive, warm, nurturing ethos across the school where children and staff display mutual respect.
- All staff ensure the values of respect, responsibility, co-operation, perseverance, honesty and fairness are embedded in daily school life. All classes have developed class charters, and in most classes, these are linked to the school values. All staff have correctly identified the need to revisit and refresh the school vision and values. This is a key area for improvement in the school improvement plan for this session. At the time of the inspection this had not yet started. Senior leaders should seek the views of staff, children, and parents to help them to develop the refreshed vision and values. This should help them to ensure the updated vision and values take full account of the current context of the school and its community.
- Staff have identified well-considered priorities within the school improvement plan for raising attainment in literacy and numeracy; improving children's wellbeing; and developing parental and community engagement. They consulted all children and families successfully to help them identify these key areas for improvement. Senior leaders and all teachers use How good is our school? 4th edition (HGIOS4) to evaluate the work of the school. Staff should develop further

their knowledge and understanding of national guidance to support high quality self-evaluation. Senior leaders should review and monitor the impact of school improvement work more regularly. This should help to ensure the pace of change is appropriate and planned improvements are successful and embedded. Staff are at the early stages of supporting a few children to evaluate the work of the school. They should identify how they can involve all children successfully in school self-evaluation.

- Senior leaders and staff worked together effectively to develop a useful set of school 'protocols' in a range of areas, including promoting positive behaviour, planning, and learning and teaching. They revisit these protocols regularly with staff. Senior leaders now need to develop a systematic approach to using these protocols effectively to develop robust quality assurance processes across the school. They should continue to use information gathered through quality assurance activity to support teachers to identify key areas to improve their practice.
- The headteacher engages all teachers well in regular professional review and development meetings. Together, they identify teachers' key strengths and areas of school improvement for teachers to lead. As a result, almost all teachers take on leadership roles to support school improvement. All teachers should now develop robust action plans for their leadership work. Senior leaders should support teachers to regularly monitor and review the impact of this work. The headteacher should review the remits of the senior leadership team to ensure they support staff effectively to lead and manage change. Pupil support staff benefit from professional learning to help them develop their practice and leadership skills. As a result, they provide support skilfully for children within and out with classes.
- All children in P7 take on leadership roles effectively, such as digital leaders, house captains and sports leaders. Senior leaders and children in P7 have agreed remits for each leadership role and children fulfil their responsibilities well. For example, at the request of a few children from other classes in school, the digital leaders produced posters about accessing online content safely. A few children across the school are part of the pupil council and a group that focuses on children's rights. Senior leaders should consider how they can provide all children with opportunities to lead areas of school improvement.
- All staff share a strong understanding of the unique context of the school and the challenges families face as a result of poverty, hardship and the COVID-19 pandemic. They collaborate well with community partners to support families in need. Senior leaders and teachers take account of national priorities, including closing the poverty related attainment gap, when planning for school improvement. Senior leaders and teachers are beginning to use data more effectively to identify and address gaps in individual children's attainment. Senior leaders need to develop robust analysis of data to clearly identify the poverty related attainment gap and the impact of raising attainment interventions.

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

- All staff demonstrate the school values throughout their interactions with each other, and with children. The respectful relationships between staff and children are underpinned by an understanding of children's rights. As a result, staff create an ethos and culture that is welcoming and nurturing across the school. Children benefit from the calm, purposeful learning environment this provides. This supports most children to engage well with their learning. Most children say they enjoy learning in school and that staff help them to feel more confident in their learning.
- Almost all children have regular access to a range of technologies as part of their learning. Staff have supported children well to build on the digital skills they developed during periods of remote learning. As a result, most children access a range of digital platforms, upload examples of their work and engage with a range of online activities and games successfully.
- Teachers use an agreed 'protocol' that outlines the key features of a high-quality lesson at Borestone Primary School when planning learning activities. This is beginning to improve the quality of learning and teaching across the school. In the majority of lessons, teachers provide clear explanations and instructions. A minority of children understand the purpose of their learning. Teachers should involve children more regularly in identifying how they will know that they have been successful. This will support children to identify meaningful targets and take greater responsibility for their own learning. Most lessons are delivered to the whole class. There are a few opportunities for children to work in pairs and groups. Teachers should develop further how they adapt activities and tasks to ensure that they provide appropriate support and challenge to all children. In a few lessons, children are highly motivated through their engagement in active learning activities. Staff should increase opportunities for children to engage in learning that promotes curiosity, independence and creativity.
- Senior leaders have given priority to developing consistent approaches to the teaching of reading and writing. Teachers are confident in the implementation of these whole-school approaches. Almost all teachers use digital tools effectively to support all children to participate in reading activities more fully with their peers. This is leading to increased levels of engagement.
- Senior leaders use Pupil Equity Funding (PEF) to ensure that all children benefit from outdoor learning activities supported by a specialist teacher. Staff develop their skills and confidence in delivering outdoor learning through professional learning and their involvement in these activities. Staff make effective use of neighbouring woodland for outdoor learning experiences. These activities support children's wellbeing and help to develop skills for life and learning such as resilience and teamwork. All teachers should develop outdoor learning opportunities further across the school year.

- Senior leaders recognise that approaches to play-based learning are at an early stage of development. Staff would benefit from engaging with national practice guidance to support their understanding and implementation of play. This should inform their continuing development of how they interact with children and of play environments. Teachers should develop further the range of learning experiences they provide to ensure the needs of all children are met.
- Senior leaders and teachers have led the successful development of the school library. They secured and used grant funding well to enhance the range of reading materials available to children. This included ensuring greater diversity in the range of books provided. All classes have regular access to the school library which has a prominent location in the heart of the school. Staff use an electronic system to record effectively which books are borrowed and by which child. They use data gathered to identify that most children's reading for enjoyment has increased.
- Almost all staff use a range of assessment strategies to identify children's progress in literacy and English and numeracy and mathematics. In a few classes, staff use skilled questioning to develop children's thinking. A few staff provide useful verbal and written feedback to help children understand what they can do to improve. Staff should continue to extend children's skills in reviewing their own progress and that of their peers. All teachers should revisit their approaches to assessment to ensure they use strategies effectively to identify what children know and their next steps for learning.
- Teachers engage fully in both informal and formal moderation activities in school to develop a shared understanding of Curriculum for Excellence (CfE) levels. This includes a specific focus on reviewing children's progress in writing and numeracy. The headteacher has identified a moderation 'lead teacher' to support all teachers to engage fully with moderation activities. Following the pandemic, teachers are now re-engaging in moderation activities with colleagues in other schools. Teachers should continue to increase their engagement with the National Benchmarks to strengthen their understanding of national standards and expectations.
- Teachers make effective use of school and local authority progression pathways to inform planning across different timescales. Most teachers engage in regular planning discussions with their stage partners. This is not yet ensuring teachers plan progressive learning experiences across all stages. Teachers plan a range of contexts to enable children to learn across several different curriculum areas. Children show increased motivation to learn when contexts are relevant and linked to their interests. Teachers should engage with national guidance to develop further their understanding of linking children's learning across different curriculum areas. They should ensure they plan progressive learning experiences which build on children's' prior learning across all curriculum areas. Teachers use a variety of assessment approaches to measure children's progress across the curriculum. Assessment now needs to become an integral feature of teachers' planning for learning and teaching.
- Teachers meet with senior leaders termly to discuss the progress of children in their class. The data champions and data coaches are supporting staff well to strengthen their understanding and analysis of assessment information to inform these discussions. This supports staff to identify and monitor the progress of children who need additional support. The skilled support staff team provide effective support to children across the school. They know the needs of individual children very well and provide a range of appropriate support to enable them to engage in learning.

2.2 Curriculum: Learning pathways

- Staff have local authority and school progression pathways, which are linked to CfE experiences and outcomes, in place for most curriculum areas. Senior leaders and teachers need to review approaches to learning which links different curriculum areas. They need to provide children with more opportunities to use their skills in a range of new and relevant contexts. Teachers should work together to link experiences and outcomes from different curriculum areas and ensure children experience a coherent, progressive curriculum as they work through the school.
- In most classes, children are not receiving their full entitlement to two hours of high-quality physical education per week. Senior leaders should ensure all children receive their full entitlement of high-quality physical education.
- All children have regular opportunities to engage in learning outdoors in a variety of natural environments around the school and in the local area. As staff undertake the planned review of the school's curriculum rationale, they should consider how children experience outdoor learning in a planned and progressive way. This should help teachers and children to identify the range of knowledge and skills they are developing through outdoor learning.
- Staff and children continue to build on their digital skills, developed throughout the pandemic, to enhance learning experiences. Teachers embed the use of technology to support the needs of all learners to engage fully in learning experiences. Children use a range of software and technology to enhance literacy and numeracy skills, share their learning and develop their digital skills. For example, children in P7/6 are using their coding skills to create characters in computer games.
- Children at all stages are experiencing their full entitlement to learning languages. They enjoy learning French and Scots. All children in P5-7 learn Mandarin. The school has in place a skills progression framework for French.

2.7 Partnerships: Impact on learners – parental engagement

- All staff have established strong, supportive relationships with parents built upon respect and trust. As a result, almost all parents feel comfortable in approaching staff with any questions or concerns. Parents know that they can seek advice and support at any time. Almost all parents say that they receive regular feedback about their child's learning. Staff provide regular opportunities for families to learn together, and parents receive guidance on how to support their child's learning at home.
- Staff use a range of communication tools, such as newsletters and an online app, to ensure that parents feel informed and involved in the life of the school. This helps parents to engage in their child's learning more fully.
- The Parent Council use funds raised at discos and raffles effectively to help all children to be fully involved in school activities. For example, the Parent Council paid for buses for the whole school pantomime outing. Senior leaders seek regularly the views of the Parent Council and all parents about key areas for school improvement.

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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, staff and children share warm, nurturing relationships. Almost all children feel cared for, safe and respected in school. All staff use their knowledge of the context of the school and families effectively to support children's wellbeing needs. This whole school approach to promoting wellbeing has resulted in a calm, respectful and inclusive ethos. Almost all children, parents and partners feel that staff treat children fairly and with respect. They say the Borestone community feels like a family.
- Staff have created a safe and inclusive learning environment successfully and have high expectations of children's behaviour. All staff are sensitive and responsive to the needs of all children. They are alert to changes in children's personal circumstances and address any concerns swiftly and sensitively. Most children know who to talk to if they feel upset or worried about something. Almost all parents feel the school is helping children to become more confident. Children are developing their confidence and skills in managing their feelings successfully through daily check-ins, a shared vocabulary and nurturing approaches. They appreciate opportunities to use breakout spaces where they can be calm and relax.
- All staff share a clear understanding of their roles and responsibilities in ensuring all children get support to develop their wellbeing. Most children have a strong awareness of the wellbeing indicators and can confidently describe what they mean to them as individuals. Children's knowledge of wellbeing indicators is developed further through termly questionnaires which provide staff with key data. Senior leaders analyse and use this data well to support children's wellbeing effectively. Teachers should use this data with all children so they can begin to understand and discuss themselves as individuals.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole-school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through the whole school focus on United Nations Charter for the Rights of the Child. Children representing the promoting children's rights group helpfully share updates and key learning about children's rights at assemblies. Children are very proud of their recent accreditation for their work on understanding their rights. A few teachers should ensure their class charters are referred to more regularly. This will support children's knowledge of their rights further on a day-to-day basis.

- All staff engage with professional learning around trauma, inclusion and restorative approaches. They use strategies effectively to support children facing challenges in their learning and wellbeing. Most children engage confidently in discussions to help them to regulate their emotions if they experience conflict.
- All staff know children and families and the context of the school very well. They consider and respect all children's needs and rights. Senior leaders use PEF effectively to target support for learners in a variety of ways. For example, they are providing additional staffing and resources for nurture, professional learning in outdoor learning and bespoke approaches to supporting children who face financial hardship. Staff identify children who may not have wider achievement opportunities out of school. They support them effectively to access further achievement opportunities. Senior leaders should continue to plan specific measures to evaluate all targeted interventions to ensure they positively impact on children's progress appropriately.
- Children's attendance is consistently in line with the national average. Senior leaders identified dips in children's attendance related to COVID-19, during the pandemic. Staff have highly effective processes in place to track, monitor and address attendance issues. Staff provide pro-active, targeted support for individuals and families. Children's attendance and punctuality is improving as a result of these approaches.
- Senior leaders, support staff and teachers meet three times a year to discuss the progress of all children in their learning and wellbeing. This enables them to identify barriers to learning, plan interventions and review children's progress regularly. Senior leaders and staff have developed effective partnership working with other agencies and specialists which results in positive outcomes for children. Children's wellbeing needs are met effectively as a result of well-planned school based and community interventions.
- Senior leaders and staff fulfil their statutory duties well. As a result of regular training and guidance, all staff undertake and apply the statutory requirements and codes of practice relating to child protection. Senior leaders and staff value and include the views of children with additional support needs when planning individual targets for learning, using the wellbeing indicators. All teachers should ensure that children's targets in Child's Plans are clear and measurable. This will help staff to clearly identify the impact of interventions on children's progress. Senior leaders and staff should streamline approaches to planning support for children to ensure all who require one, have a clear and coherent plan.
- Most children feel that staff teach them how to lead an active lifestyle. Almost all children state they get regular opportunities to exercise in school. Most children feel comfortable approaching an adult in school with questions or suggestions. Children's understanding of diversity and equality is developing. Senior leaders have used PEF to purchase new resources to support this, such as a range of diverse books for the library. Senior leaders and teachers should continue to develop children's understanding of diversity, equality and the protected characteristics.
- Children benefit from religious and moral education which celebrates the multi faith community within Borestone Primary School. All children receive their entitlement to religious observance. Children celebrated religious observance online with the local minister throughout the pandemic.
- Staff support children and families effectively as they move from nursery into P1. Most children settle well into school. Early years practitioners and school staff are beginning to work together more regularly to share information regarding children's needs and progress in learning at nursery. This should help ensure continuity in learning as children move into P1. Children

moving to S1 are supported well through visits to the secondary school and a programme designed to develop resilience and support health and wellbeing.

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, attainment in literacy and English and numeracy and mathematics is satisfactory. Overall, the majority of children across the school have achieved, or are on track to achieve, appropriate levels of attainment in listening and talking, reading, writing and numeracy. The majority of children are making satisfactory progress from previous levels of attainment.
- Most children with additional support needs are making good progress towards their individual targets in learning.

Attainment in literacy and English

- The majority of children at early level are making good progress in literacy and English. The majority of children at first and second levels are making satisfactory progress.

Listening and talking

- At early level, the majority of children listen attentively to adults and follow instructions. They contribute their thoughts, feelings and ideas well. At first level, the majority of children talk about their experiences and share ideas with confidence. At second level, the majority of children offer persuasive arguments, justify their reasoning well and build on the ideas of others on a range of topics. Across the school, children would benefit from more regular opportunities to work in pairs and groups to develop further their skills to listen and respond appropriately to their peers. They need to develop their skills in taking turns and contributing at an appropriate time when engaging with others.

Reading

- At early level, the majority of children recall the content of books and predict what happens next in the text. They need to develop skills in justifying their thoughts and feelings about stories. At first level, the majority of children read aloud fluently and with expression. They explain their preferences for texts and authors. They need to develop their skills in sharing their thoughts about characters and settings. At second level, the majority of children read with fluency and expression using appropriate pace and tone. They respond to a range of questions including literal and inference. They identify different genres of text, discuss writer's style and the effect on the reader. Across the school, children should be given greater opportunities to develop further their skills through reading in different contexts across the curriculum.

Writing.

- At early level, the majority of children use their knowledge of sounds to spell words and use capital letters and full stops to create simple sentences independently. They need more support to focus on letter formation and presentation. At first level, the majority of children write

independently, punctuating most sentences accurately. They create texts for different purposes including fact files and poetry in the Scots language. At second level, the majority of children write sentences in a grammatically accurate way, with appropriate punctuation. They create interesting characters and settings and apply features of a chosen genre. Across the school, children would benefit from increased opportunities to demonstrate and apply their writing skills in different contexts across the curriculum.

Numeracy and mathematics

- The majority of children at early level are making good progress in numeracy and mathematics. The majority of children at first and second levels are making satisfactory progress.

Number, money and measure

- At early level, the majority of children recognise numbers to 20 and a few children recognise numbers to 100. The majority of children at the end of early level recognise coins to 10p and are developing their understanding of the language of measure. The majority of children find counting backwards from 20 more challenging. At first level, the majority of children can round numbers to the nearest 10. They need to develop their skills in rounding larger numbers to 100 and dividing numbers by 10 or 100. At second level, the majority of children have a strong understanding of place value up to 1,000,000 and decimals to two places. The majority of children are confident in their knowledge of fractions, decimals and percentages and explain the link between these concepts. At all levels, children need more opportunities to apply their number, money and measure skills in a range of real-life contexts.

Shape, position and movement

- At early level, the majority of children identify common two-dimensional shapes and three-dimensional objects and use positional language effectively. They need support to develop their skills in identifying properties of two-dimensional shapes and three-dimensional objects. At first level, the majority of children talk about the properties of two-dimensional shapes and three-dimensional objects and explain the differences between them. The majority of children identify right angles, but most children are not clear about the names of other types of angles. Almost all children at first level can use two figure grid references demonstrating the link between the horizontal and vertical location. The majority of children at second level have a strong understanding of different angles and can successfully calculate their measurement using a protractor. They confidently talk about the properties of two-dimensional shapes and three-dimensional objects including irregular shapes. Most children need support to develop their understanding of the nets of three-dimensional objects.

Information handling

- The majority of children at early level sort objects using their knowledge of colour, shape and size. The majority of children at first level know that information can be represented in a table, chart or graph. They are not clear about key features of charts and graphs, such as titles and axis. At second level, the majority of children identify a range of graphs and charts and can state which would be their preferred approach to use with different information. They would benefit from opportunities to use technology to support them in gathering and displaying data in different ways.

Attainment over time

- The school's attainment data is not yet robust and, therefore, does not provide a reliable picture of children's attainment over time. Teachers should continue to engage in moderation activities to further develop their understanding of national standards. This should help them to make more accurate judgements and gather more accurate data about children's progress.

Overall quality of learners' achievements

- Children and staff recognise and celebrate children's achievements through house points, learning stars, notice board displays and weekly school assemblies. Children speak positively about their achievements. Senior leaders and staff use social media, headteacher's postcards and newsletters effectively to share children's achievements with families.
- Staff work closely with partners to offer children across the school a broad variety of opportunities for wider achievement. These include life skills, dance, gardening and cookery clubs. Staff should track all children's achievements, in and out of school, to ensure that all children have opportunities for a wider range of successes and that no child misses out. Staff should now help children to identify the skills that they are achieving through these opportunities.

Equity for all learners

- Senior leaders and teachers monitor the progress of individuals and groups of children. This includes those who require additional support, those who are care experienced or face poverty-related barriers to their learning and wellbeing. Senior leaders should continue to use data more effectively to identify the poverty-related attainment gap and monitor progress towards closing these gaps. This should help them to identify the impact of interventions to raise attainment for all children, including those facing financial hardship.
- Senior leaders and staff are sensitive to the increasing financial pressure on children and their families. Staff are supporting families' wellbeing with discretion and sensitivity. They also actively engage the Parent Council and the local community to work together to find solutions for equity for all. This supports all children to be included and ensures that no child is prevented from taking part in any learning opportunity.

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.