

# Summarised inspection findings

Anderson's Primary School

Moray Council

7 November 2023

## Key contextual information

Anderson's Primary School is situated within the town of Forres. At the time of the inspection, the roll of the school was 258 children across 11 classes. Almost 70% of children attend as a result of placing requests. Three percent of the school roll live within the Scottish Index of Multiple Deprivation (SIMD) deciles one and two. The senior leadership team (SLT) consists of the headteacher, depute headteacher and principal teacher.

### 2.3 Learning, teaching and assessment

good

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

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

- Across all classes, children are motivated and engage well in their learning. They benefit from positive and supportive relationships with staff who provide praise and encouragement. Staff have created a warm and inclusive environment for learning and as a result, children are confident and happy. Across the school, lessons are well planned and organised. Children have good opportunities to participate in a range of whole class, group, paired and individual activities. This results in good levels of engagement.
- Staff have a good understanding of the individual strengths and needs of children. They gather information and use it well in the course of their teaching. They know the progress children are making and how well they are attaining. In a few classes, teachers need to make better use of this information to differentiate lessons and ensure the pace of learning meets the needs of all learners.
- Senior leaders and staff work well together to meet the needs of children who require additional support or additional challenge in their learning. They provide a range of strategies, such as one to one support with reading and phonics, to help children who experience barriers to their learning. Children who are exceeding expected levels of attainment are identified and participate in maths projects that provide challenge and build resilience. The school should continue with plans to implement literacy projects to provide challenge for children who require it. Support staff work well with children to provide additional support. They understand the needs of children and are benefitting from training in aspects of literacy to allow them to provide targeted support.
- In almost all classes, staff and children discuss the intended outcome of the learning at the beginning of lessons. In most lessons, teachers include discussions about how children will know if they have achieved success. This is helping children's understanding of themselves as learners. Staff should now build on this positive practice to provide further opportunities for children to have a greater influence in agreeing what success will look like. Teachers provide feedback to children about what they have done well and what needs to improve. As staff implement the Moray Standard for Learning and Teaching, they should aim to improve the quality of feedback for children. Children have opportunities to make choices about their

learning. For example, teachers use the “know, want to know, learn” approach in some areas of the curriculum. Staff should also ensure children have more opportunities to make choices and to lead their own learning.

- Staff make appropriate use of digital technology in the course of lessons. This is mainly through the use of electronic white boards. Children have opportunities to develop skills in digital technology within discrete teaching and learning sessions in the ICT suite. As planned, the school and local authority should explore how they can overcome connectivity challenges. This will provide children with opportunities to use digital technology across their learning and in classrooms.
- Staff provide good opportunities for children at P1 to play indoors and outdoors. The environment for play is well organised and motivating. Positive relationships and prompts from staff encourage children well to participate in a range of play activities. Moving forward, staff should consider how these play experiences meet the individual needs of children. As they plan and implement play, staff should make better links between play activities and Curriculum for Excellence (CfE) experiences and outcomes. Staff within the Play Improvement Group are developing their collegiate approach across early and first level.
- All children have good opportunities to participate in outdoor learning. The school’s central location in the town, proximity to a large park and well-developed school grounds provide a wide range of contexts for outdoor learning. The school community is currently developing an additional outdoor area. This has led to positive community and parental involvement. When complete, this will provide additional experiences for children such as growing, planting and sensory exploration.
- Children access a good range of reading materials in library areas across the school and through regular visits to the town library. Children use the books they are reading mainly to improve fluency. They are less familiar with using books and novels to develop other skills of reading such as comprehension or characterisation.
- Teachers make good use of assessment data to measure the progress children are making. This includes national, commercial and school based assessments. Staff use these well to identify those children who are making appropriate progress and those who require additional support. Staff use assessment information in regular discussions with the SLT to identify interventions and supports that are required for individual children. Senior leaders and staff would benefit from an overview of the range of assessments that take place across the school. This will support staff’s understanding of how these are used to assess children’s progress and attainment at each stage. This guidance should include information to support children to self and peer assess.
- Teachers plan learning effectively using local authority progression pathways in areas such as in mathematics, literacy and social studies. These provide consistency in planning across the school and enable good information sharing across stages.
- The SLT meet regularly with class teachers to track children’s attainment based on teachers’ assessments and professional judgements. Discussions focus on the progress children are making in literacy and numeracy. Teachers and senior leaders use National Benchmarks well to understand progress and attainment. The tracking system developed by the SLT provides clear information about the progress and attainment of individual children and specific groups of children. These groups include those who have barriers to their learning and those whose attainment may be impacted by their socio-economic situation.

- Teachers engage in moderation activities with other schools within the associated schools group (ASG). Most recently, moderation has involved developing lessons across the ASG in listening and talking. Moderation is supporting teachers' understanding of attainment and achievement in this area.

## 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

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, children's attainment in literacy and numeracy is good at the early and second CfE levels and satisfactory at the first level. Senior leaders have identified accurately that children's attainment at the first level has been particularly affected by the pandemic. Most children at the early level are achieving national expectations in all aspects of literacy and numeracy. The majority of children at first level are achieving national expectations in reading, listening and talking and numeracy. Less than half are achieving appropriate levels in writing. At second level, most children are achieving national expectations in reading, writing and numeracy, with the majority achieving second level in listening and talking. Across the school, a few children are exceeding national expectations at each level. Most children with additional support needs are making good progress towards their targets in learning.

### Attainment in literacy and English

- Overall, most children are making good progress in reading, listening and talking and the majority are making good progress in writing.

### Listening and talking

- At early level, most children listen to others appropriately and follow simple instructions. They are learning how to take turns and respond during discussions. At first level, the majority of children answer literal questions to show understanding. Children would benefit from developing their understanding of non-verbal cues to engage with peers during discussion. At second level, the majority of children communicate several relevant ideas, information and opinions when engaging with others.

### Reading

- At early level, the majority of children can recognise simple sounds and are beginning to develop their understanding of phonics to support their reading. At first level, most children read fluently, can describe a preference for certain authors and identify different genres of writing. At second level, the majority of children talk positively about their group reading opportunities and made links to skills for reading aloud. Across first and second level, children would benefit from engaging with a wider range of texts and developing their skills in reading through books they are reading in class.

### Writing

- Children at the early level are learning how to form letters correctly. They are exploring the purpose of writing and making attempts to copy or write simple words. At first and second levels, the majority of children can write for a range of purposes and audiences and review their writing to make sure it makes sense. They explore vocabulary to engage the reader and

organise their writing using paragraphs. Children need to develop their skills in producing longer pieces of writing.

## **Numeracy and mathematics**

- Overall, most children are making good progress in numeracy.

## **Number, money and measure**

- At the early level, most children work confidently with numbers to twenty and beyond. The majority of children at first level have a good understanding of place value, time and measure. Children are confident in estimating and rounding, along with two-digit addition and subtraction. However, they are less confident in division and multiplication. At second level, most children show good awareness of the link between fractions, decimals and percentages and can identify with confidence ways to calculate distance and time. Overall, children across the school need to increase their mental agility skills.

## **Shape, position and movement**

- Overall, most children use mathematical language confidently and appropriately to describe properties of two-dimensional shapes and three-dimensional objects. At early level, children investigate objects and shapes and can describe and be creative with them. At first level, children understand symmetrical patterns. At second level, children understand and confidently use directions. Children at first and second level are not yet confident in their understanding or use of angles.

## **Information handling**

- At early level, children can match objects using a variety of criteria, applying early counting skills to answer questions. At first and second levels, children undertake surveys confidently and display information in a range of ways, including through the use of technology. At first level, children now need to extend their skills in extracting and interpreting key information from a variety of data sets. At second level, children are less confident in their understanding of chance and uncertainty.

## **Attainment over times**

- Overall, children's attainment in literacy and numeracy showed an improving trend over five years prior to the pandemic. In response to the recent dip at the first level, senior leaders have put plans and interventions in place which are starting to demonstrate improvements in attainment. Most children at early and second level and the majority of children at first level are on track to achieve appropriate levels of literacy and numeracy, by the end of the session.
- Senior leaders monitor and track attainment in a very effective way, with detailed tracking of interventions and targeted approaches. Staff are increasingly confident in their professional judgements using the National Benchmarks and undertake moderation with other local schools. As planned, staff should continue to develop their confidence in use of assessments and analysis of data. Senior leaders and staff track children's progress in literacy, numeracy and health and wellbeing. As they have identified, tracking learning across all curriculum areas will support children more effectively to make better progress.

## **Overall quality of learner's achievements**

- Children's achievements are regularly celebrated at assemblies and within individual classes, with a focus on learning and wider achievements. Children describe the rewards system enthusiastically, including beasties, marbles, trophies and a chance to sit at the top table in the dining room on Fridays. Every child is part of a leadership group and contributes to the life of the school through groups such as pupil council, junior jannies, gardening club and the kindness group. Staff should now link these leadership opportunities to skills for learning, life

and work. Senior leaders monitor participation in achievement activities and are proactive in ensuring that all children are supported to engage in them fully.

### **Equity for all learners**

- Senior leaders make effective use of Pupil Equity Funding (PEF) to support targeted approaches and interventions. This includes a key focus on wellbeing and on literacy skills, such as counselling support and listening and talking approaches. Teaching and support staff provide dedicated support for individuals and groups of children to assist in reducing the attainment gap for those facing disadvantage. Senior leaders track and monitor interventions well. They can show that they are succeeding in accelerating progress in closing the various gaps identified. Senior leaders understand changing family needs and addressing the challenges of the cost of the school day. They are proactive in ensuring equity of opportunity for all children, undertaking this in sensitive ways. Senior leaders should now involve parents and children in determining the focus of the PEF spend.



## 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.