

Summarised inspection findings

Innerwick Primary School

East Lothian Council

25 June 2019

Key contextual information

Innerwick Primary School is a non-denominational primary school located in the village of Innerwick in East Lothian. The school's provision comprises of three primary classes. There is a nursery class for three to five year olds. In April 2019 the primary school roll was 51 pupils. There were 12 children attending the nursery class. The headteacher was appointed in January 2018. He is headteacher of another school which is not part of this inspection summary. The headteacher is supported by one principal teacher.

1.3 Leadership of change

very good

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 has been in post since January 2018. He has quickly gained the trust and respect of children, parents, staff and partners. In particular, they value the highly effective and supportive leadership he provides to the school community. Parents who met with inspectors were very positive about the changes he has made and the impact this has had on their children. They are positive about the leadership he has provided as the partnership with another school has developed. The headteacher rightly identified the need to fully involve parents, staff and children in identifying the strengths and areas for development at Innerwick Primary School. He took time to gather their views through questionnaires, focus groups and staff meetings. The feedback gathered and self-evaluation evidence supported him to identify appropriate improvement priorities for the school. The headteacher demonstrates a strong commitment to ensuring continuous improvement at Innerwick Primary School.
- Recently, children, staff and parents worked together to create a strong and ambitious vision and values for the school and its community. This vision of 'a vibrant and inclusive learning community' is now central to the work of the school. The core values of resilience, respect, enquiring minds, cooperation and can do attitude, are well embedded in the life and ethos of the school. Teachers use these core values in their daily interactions with children. Weekly assemblies focus on these values and children are awarded certificates for demonstrating them in their actions. As a result, across the school children can talk confidently about how these core values impact on their learning experiences.
- All staff have a good understanding of the social, economic and cultural context of the school. They understand well the unique rural context of the school and the challenges this can bring. The school received a small amount of Pupil Equity Funding (PEF). This has been used to fund additional classroom assistant hours to support literacy and numeracy.
- Staff work very effectively together as a small team. Leadership at all levels is actively promoted. As a result, all teachers have a curriculum leadership responsibility linked to the School Improvement Plan (SIP). Their leadership of the curriculum is making valuable contributions to improving the quality of learning and teaching across the school. The

headteacher agrees a next step is to review and clarify the strategic remits of promoted staff within the school and nursery. This will further support future school improvement.

- The school has effective arrangements for Professional Review and Development. All staff engage in a range of professional learning at local and national level. Teachers have made a positive start to working with colleagues in their partnership school to moderate and improve practice. Staff should build on this positive start looking beyond their own partnership and cluster schools.
- The headteacher carries out a range of termly quality assurance activities including classroom observations, planning meetings and termly evaluations of learning and progress. The focus for classroom observations is agreed with teachers and linked to the SIP. Follow up dialogue focuses on the progress children are making, potential barriers to learning and the quality of learning experiences. Next steps are agreed and recorded. This is ensuring the dialogue leads to improvements for groups of children. As planned, the headteacher should develop further the culture of self-evaluation for improvement, building on the positive climate that has already been established. Teachers would welcome further opportunities to learn from and with colleagues in and beyond the school.
- Almost all children from P3 to P7 have the opportunity to contribute to school improvement through pupil groups such as the Justice League, Eco Committee, Pupil Council and 'Mathletes'. As discussed, staff should review the pupil groups to ensure all children, including those in the nursery, P1 and P2, participate in leading change in the school. The introduction of floor books in all classes is supporting pupil voice in planning learning. Building on this positive start, staff should continue to develop their use to maximise opportunities for children to lead their own learning.
- The headteacher truly values the role of parents in the life of the school. He is committed to fully involving them in self-evaluating the work of the school and contributing to improvements. Early signs of this is handing over the review of the House System to parents. They have already identified key changes to make the system more meaningful and relevant to children and the wider community. The headteacher should continue with his plans to involve parents in the continuous improvement of Innerwick Primary School.

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 the school, children experience positive, supportive relationships with staff and peers. The core values of the school are evident in interactions in all classes, with adults and children making reference to these values on a regular basis. Most children are motivated and fully engaged in their learning tasks and interact well with each other when working in pairs and small groups. The school is beginning to work towards achieving Rights Respecting School status, this work will further support their approach to embedding core values.
- Staff work very effectively as a team. They are successful in promoting the school's core values and in fostering respectful relationships. The environment is used effectively to create attractive learning spaces both indoors and outdoors. Children's work is displayed in all classrooms and throughout the school. Classroom assistants work well with teachers in their roles to support learning in literacy and numeracy. Digital technologies are used to support learning in all classes. The school should continue with its plan to extend the use of digital technology.
- Teachers are developing skills in questioning that lead to children using higher order thinking skills. However, this is not yet fully consistent across all levels. Teachers should develop increased independence by providing more opportunities for children to lead their learning. Differentiated groups are well managed and appropriate tasks match the needs of most children. In best practice, especially in writing tasks, teachers are providing helpful written and verbal feedback to children, identifying what children have achieved and what they need to do next to make further progress. This practice should be extended to other curricular areas.
- Pupil voice is evident in class floor books which include plans for interdisciplinary learning experiences. They are used to reflect on learning across a wide range of curricular areas. Children participate in a number of pupil voice groups such as, The Justice Group, Eco Committee, Pupil Council and 'Mathletes'. Older children act as buddies for younger children in the school and nursery. They also take part in a range of community events. There is scope to involve children more fully in planning for learning and school improvement.
- Overall, the quality of teaching is good. Teachers use praise effectively to recognise and reinforce the application of school core values. Children benefit from the use of the school grounds for outdoor learning. Outdoor learning experiences are beginning to support the development of concepts, skills and knowledge over many aspects of the curriculum. Children share their enjoyment of learning in the woodland, and are developing their understanding of how these activities enhance skills for learning, life and work. As discussed, the school should continue with plans to develop further the opportunities for learning provided by the wider local community.

- Most children understand the purpose of their learning and can identify how it relates to real life. In almost all lessons, clear links are made to prior learning. Children are developing skills to evaluate their own learning and participate in a range of peer assessment activities. When learning is well differentiated, children engage well in learning. In a few lessons, children are encouraged to challenge themselves, through the provision of a range of appropriate learning experiences. A more consistent approach to ensuring pace and challenge for all will ensure all children make appropriate progress.
- Teachers observe children closely to check their understanding and provide appropriate support. Class targets for literacy, numeracy and health and wellbeing are in place in all classes. There is scope to further involve children in the setting of individual targets and next steps in learning. Teachers use the outcomes of a range of formative and summative assessments to inform interventions and future learning.
- A whole school assessment framework is used to assess spelling, reading, writing and numeracy and mathematics at set times across the year, using a range of standardised and summative assessments. Along with professional dialogue, this assessment evidence is used to inform teacher professional judgements regarding achievement of a level. The introduction of holistic assessments will further support robust teacher judgements.
- Moderation activities in literacy and numeracy take place within the school and cluster. Teachers are becoming more familiar with the national benchmarks. There is scope to further engage in moderation activities and increase opportunities for professional dialogue.
- Teachers plan using experiences and outcomes and East Lothian curriculum frameworks. A whole-school three-year cyclical approach to planning interdisciplinary learning is used, with children across the school frequently learning through a shared context. Where practice is best, children are encouraged to generate questions at the beginning of a block.
- The headteacher has recently introduced a tracking system which provides helpful information on progress in literacy and numeracy, as well as children's involvement in wider achievement. Children's progress within Curriculum for Excellence is monitored at agreed points throughout the session. Teachers make use of a range of assessment information to make predictions on whether children are on track with their learning, or if a targeted intervention is needed to ensure appropriate progress. The headteacher tracks groups of children who are facing additional challenges. The school should continue with plans to review tracking systems to ensure there is an overview of progress in all curricular areas across all levels. This will support the use of targeted interventions when necessary and allow close monitoring of their effectiveness.

2.2 Curriculum: Learning pathways

- Plans are in place to revisit the school's curriculum rationale. Working with parents, children and partners will ensure this captures the elements of Innerwick primary school that make it unique. Taking account of the rural, coastal setting and the remote nature of the village will ensure the curriculum delivered meets the needs of children and the community.
- Teachers use a range of learning pathways to ensure progression in learning in literacy and English, numeracy and mathematics and health and wellbeing. Plans are in place to use the available East Lothian frameworks for all areas of the curriculum. The nursery class has adapted the curriculum frameworks to take account of their unique context. The school should build on this to ensure there is a consistent approach to planning throughout the school. A three-year curriculum cycle takes account of Curriculum for Excellence experiences and outcomes to ensure breadth of learning. Teachers and children speak very positively about whole school themes for interdisciplinary learning and the sense of community learning that these create.
- Commendably, the school has developed the outdoor space to facilitate quality outdoor learning. All teachers have a shared understanding of quality outdoor learning and have planned meaningful opportunities for this across the curriculum. In taking this forward, teachers should continue to ensure outdoor learning is a regular feature of the Innerwick primary school curriculum and develop a progressive outdoor learning programme.
- Through the use of 'My World of Work' children are developing their understanding of skills for learning, life and work. The use of real-life, relevant contexts for learning, such as enterprise projects, is resulting in children's enjoyment and engagement in learning. This is enhanced through effective working with a range of partners. There is scope to extend this further, using for example, the Career Education Standards to further support children's understanding.
- All classes make use of digital technology. The headteacher has identified the need to increase this to enhance the curriculum and further develop skills. Plans are well established for taking this forward.
- All classes are learning French, with older children also learning an additional language. A physical education specialist and a music specialist provide engaging learning experiences for all primary classes.

2.7 Partnerships: Impact on learners – parental engagement

- The school has selected this Quality Indicator (QI) for their chosen QI.

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

- The wellbeing of children is central to the work of the school. Wellbeing indicators are a strong feature of health and wellbeing lessons and the whole school assembly programme. As a result, children across the school have a sound understanding of the wellbeing indicators and how as individuals, they can be affected by different situations and circumstances. As well as recognising factors that may affect their wellbeing, children are becoming increasingly confident in identifying and using strategies to overcome these. All staff take great pride in knowing children and families well. This knowledge is leading to timely and appropriate support for children and families. A range of partners work alongside teachers to deliver targeted programmes to develop children's resilience. Teachers value this work and continue to use strategies and approaches to support children in their class. The headteacher and staff should now review processes for recording, monitoring and evaluating this support to ensure it continues to impact positively on children and their families.
- Staff have created a warm and friendly environment where children have very positive relationships with their peers and adults across the school. This is well supported by the core values that are clearly linked to wellbeing indicators. These core values ensure staff and children have a common language to discuss health and wellbeing. There is scope to share this more widely with parents to ensure they can be fully involved in discussions at home and at school. Most children feel the school helps them to lead a healthy lifestyle and get regular exercise. They talk about how a balanced diet and activities such as the daily run, improve their health. Children who spoke to inspectors suggested ways to increase the uptake and consumption of vegetables and choices that are seldom selected by children from the lunchtime menu. They would welcome the opportunity to work with school staff to implement these ideas. Children across the school are well supported to become respected members of the school and wider community. Fundraising with the local Royal National Lifeboat Institution (RNLI) and hosting the community ceilidh, provide relevant contexts for children to support their local community. Children value opportunities to take on responsibilities such as Eco Committee members and Pupil Councillors. They can see how their work impacts on the life of the school.
- Termly targets for health and wellbeing are set in every class. However, children are now ready to set individual targets for their own health and wellbeing. This will further develop their skills in improving their wellbeing. Most children identify staff they can talk to if they are worried.
- A variety of lunchtime and afterschool clubs provide opportunities for children to develop their health and wellbeing. The Active Schools coordinator offers children access to clubs across the cluster. This is increasing the quantity and range of active activities available, and provides children with opportunities to build friendships and social networks beyond their own school and community. Children at P7 feel this supports their transition to high school. Participation

levels at clubs are high and the school recognises the contribution these experiences make to children's overall health and wellbeing.

- The headteacher is aware of the importance of delivering high quality physical education. Staff should now consider how this is timetabled to ensure all children receive two hours of quality physical education each week.
- The headteacher has introduced a variety of wellbeing assessment tools. Teachers are beginning to use these to identify potential barriers to learning. They value these new approaches and can articulate how they are using them to identify strategies and targeted interventions to support individuals. In continuing to embed these practices, it will be important to agree on a manageable way to record, monitor and evaluate the effectiveness of strategies. A few children have wellbeing plans to support targeted interventions. There is a need to ensure targets are measurable, specific to the needs of individuals and are written in child friendly language.
- All staff within the school undertake Child Protection training in line with East Lothian Council policy. Pastoral notes for all children and wellbeing plans for those who have them, are kept securely using the SEEMiS recording system.
- Specialist support staff, including Speech and Language Therapists (SALT), an educational psychologist and Child and Adolescent Mental Health Services (CAMHS), are accessible to the school to support individuals who may require additional support. Teachers have introduced a Visual Support Philosophy across the school to support children to manage their daily routine and any changes that may arise.
- The headteacher effectively monitors attendance and punctuality. He is proactive in working with the Family Liaison Officer from the local authority to support those children who have longer term attendance issues. There are clear and effective procedures in place for addressing non-attendance to ensure that no children are at risk of missing out.
- The school ensures that Religious Observance opportunities are planned and delivered across the year. The headteacher has rightly identified the need to ensure children learn about equality, diversity and discrimination. The ongoing development of the health and wellbeing curriculum, and planned review of the curriculum rationale, will provide teachers with the opportunity to explore how to develop this in a relevant and meaningful way for children at Innerwick primary school.
- Children across the school are developing their awareness of children's rights. The 'Justice League' are actively involved in raising the profile of this across the school. Their work to achieve UNICEF Rights Respecting School status will support them in leading this learning.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

- The school is meeting the duties under the Act to ensure access to drinking water throughout the day and to promote the school meal service to children and parents. The payment and ordering processes in place protect the identity of those entitled to a free school meal.

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

- Overall attainment in literacy and English and numeracy and mathematics is good. From data provided by the school, most children in P1 are on track to achieve at early level. Most children at P4 are on track to achieve at first level. The majority of children at P7 are predicted to achieve appropriate Curriculum for Excellence levels by the end of the school year. Evidence gathered during the inspection supports these judgements.

Attainment in literacy and English

- Overall attainment in literacy and English language is good. At early level, most children are making appropriate progress in writing and listening and talking, with the majority making appropriate progress in reading. At first level, most children are making expected progress in reading and writing, with the majority making appropriate progress in talking and listening. At second level, most children are making expected progress in listening and talking and reading, with the majority making appropriate progress in writing.

Listening and talking

- Attainment in listening and talking is good. Across the school, most children talk confidently to adults and to each other. At early level, children listen to instructions and are learning to take turns when working with a partner. At first level, most children listen well and follow instructions successfully. The majority of children discuss characters within texts and share their own ideas about the author's use of language. A few children justify their answers. By second level, the majority of children contribute ideas and opinions when working collaboratively with others. The majority of children devise questions for others to answer. A few children demonstrate the ability to build on the contributions of others. Children would benefit from opportunities to discuss and debate ideas and opinions.

Reading

- Overall, most children are making good progress in reading. At early level, children know their sounds and are using these to read unfamiliar words. They make simple predictions about their reading books and name the main character. Children at first level use their knowledge of sounds, letters and patterns to read unfamiliar words with growing confidence. Most children read with expression, paying close attention to punctuation. Most children identify favourite authors and books. They are less confident in explaining the features of fiction and non-fiction texts. By second level, most children talk about characters, make predictions and select and use relevant information. They identify vocabulary the author has used to engage the reader and read sophisticated text with good comprehension. They are less confident in creating a range of questions for others. The majority of children discuss their preferred authors and genre. A few justify their preferences. Extending the range of books children read will support them to develop their skills in analysing and discussing authors techniques.

Writing

- Overall children's attainment in writing is good. At all stages, children write a range of genre and for a variety of purposes. At early level, most children form letters correctly and leave spaces between words. Most write simple sentences independently. At first level, most children link several sentences. Most children are beginning to select appropriate structure and style for specific genre including recounts, letters and factual reports. Most children use common conjunctions to link sentences and use simple punctuation appropriately within their writing. A few use paragraphs well to structure reports. By second level, most children use a wide range of vocabulary to convey thoughts and ideas in story writing. The majority write with increasing awareness of audience. They accurately use a range of punctuation and organise ideas logically in paragraphs. Most children make appropriate choices about the layout of texts, using features such as headings, bullet points and captions to engage the reader. Most children are developing skills in reviewing and redrafting their writing. Standards in writing are variable across the school and are not yet consistently high across all levels. Handwriting and presentation of work is also variable.

Numeracy and mathematics

- Overall children across the school are making satisfactory progress in numeracy and mathematics. At early level, the majority of children are making expected progress. At first level, most children are making appropriate progress. At second level, less than half of children are making expected progress.

Number, money and measure

- At early level, children count confidently from zero to 30, forwards and backwards. They count on and back from given numbers. Children are learning to recognise doubles and most use this as a strategy when adding and subtracting. Most children identify coins to £2. They recognise analogue and digital o'clock times and know the order of the days of the week. Through play, children are estimating and measuring capacity of classroom objects. At first level, children round numbers to ten and 100 and use this strategy to estimate answers to addition calculations. Most children find halves and doubles confidently. Most children at first level use a range of strategies to solve addition and subtraction problems. They are accurate when multiplying numbers, however less confident when dividing. Most children have a good understanding of fractions and confidently make equivalent fractions. Most children record 12 hour times and recognise 24 hour times. They are less confident in calculating durations. Most children accurately measure everyday objects in standard units. The majority of children at second level read, write and sequence numbers up to 1,000,000. The majority multiply and divide whole numbers and decimal fractions by ten and 100 mentally. They show skill and confidence in working with negative numbers. They are less confident in calculating percentages in money problems. Across the school there is scope for children to revisit concepts regularly and apply their learning in a range of contexts to ensure depth and application of learning.

Shape, position and movement

- At early level, children learn about the language of shape, position and movement through relevant play activities. Children recognise and name simple 2D shapes. They use positional language when exploring the use of programmable toys. At first level, most children name common 2D shapes and talk about their properties. They are less confident in discussing 3D objects. Children's work on symmetry is displayed in the classrooms. Most children identify shapes that tile. A few children recognise and name a right angle. At second level, most children identify and discuss the properties of irregular 2D shapes. The majority name common 3D objects and talk about their properties. The majority children have a sound knowledge of angles. They use correct mathematical language, including acute, obtuse, straight and reflex to describe and classify a range of angles.

Information handling

- At early level, children interpret simple charts and signs in their learning environment. Through play, they match and sort items, justifying their use of criteria. At first level, children create simple bar graphs to display information. They are confident in the use of tally marks. At second level, the majority of children select an appropriate way to gather and sort data. Across the school, children would benefit from more opportunities to gather, display and interpret a range of data, including real-life contexts and the use of digital technology.

Attainment over time

- The small roll of the school means that there can be variations in attainment data due to fluctuations in pupil numbers. The majority of children have performed well in literacy and numeracy over recent years, attaining appropriate Curriculum for Excellence levels. Recent development work on tracking, assessment and moderation has resulted in staff feeling more confident in making teacher professional judgements on achievement of a level.

Overall quality of learners' achievement

- Children in P3 to P7 are members of the Justice League, Pupil Council, 'Mathletes' and Eco Committee. Older pupils are involved in buddying activities with nursery and P1 pupils. The groups contribute to the wider life of the school. Children record their achievements in and out of school in their assessment folders and are proud to have their successes recognised and displayed in school. Children's wider achievements within and beyond the school are tracked and monitored by the class teachers. The school should proceed with plans to use this information to ensure no child misses out.
- Children participate in a number of local community events such as RNLI fundraising, a community ceilidh, school Christmas Show, visiting local businesses. They talk proudly about their contribution to these events. A recently introduced after school science, technology, engineering and mathematics STEM Club was very well-attended. A yoga class after school is also popular. Children and staff should now link achievements to the four capacities and the skills being developed.

Equity for all learners

- Staff know the children and the community well. They are aware of the different factors that may affect equity in a rural community. The headteacher is sensitive to the needs of children and families. He is committed to ensuring any potential barriers to learning and participation are addressed. PEF is used to provide support to raise attainment in literacy and numeracy. Interventions are tailored to meet the specific needs of identified children. The headteacher should continue to ensure that interventions are planned and implemented in a measureable way leading to improved outcomes for children.

Choice of QI: 2.7 partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- Partnership working is a strength at Innerwick Primary School and Nursery Class. Partners contribute strongly to the feeling of community that exists within the school.
- All staff have engaged positively through the transition to being a partnership school. Children, parents and staff from both schools have created a shared vision. The core values have evolved to meet the needs of the unique school communities. All staff recognise the benefits the partnership brings to their own professional development and the experiences of children at Innerwick primary school. Joint activities for children have been successful and teachers have identified further opportunities to build on and enhance this partnership. Planned use of digital technology will further strengthen the link. Involving the nursery in the partnership work at early level will be a positive next step. Parent Councils from both schools are at the early stages of shared working.
- The newly established Parent Council is becoming increasingly involved in school improvement. The recent and successful 50 anniversary celebrations were organised by the Parent Council. Parents who spoke to inspectors valued being involved in the life of the school and are keen to build on this. Parents are currently involved in supporting a range of activities within the school. This includes developing the House System, leading a weekly running club, delivering cycle training and supporting paired reading in P1/2/3. The headteacher's plan to further involve the parent forum in the school will further enhance the strong sense of community that exists.
- As well as local businesses providing funding for the school, there is a range of partners who enrich the curriculum in episodes throughout the year. Work with 'Farm to Fork', the Royal Bank of Scotland and the local archaeological society provide meaningful contexts for learning. Teachers are clear about the added value partnerships bring. In moving forward with curriculum pathways, staff should consider how selected partners can shape the design of the curriculum. Working with partners in this way will support the design of a curriculum that is relevant and unique to the children at Innerwick primary school.

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.