

# Summarised inspection findings

**Dunrossness Primary School and Nursery Class**

Shetland Islands Council

30 June 2020

## Key contextual information

Dunrossness Primary School is located in the South Mainland area of the Shetland Islands. Children who attend the school live in rural locations across a wide area and most are transported to school by bus. At the end of P7, most children transition to Sandwick Junior High School. Parents also have the option for their children to attend Anderson High 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

- All staff work well together to provide a safe, calm and nurturing learning environment which creates a very positive school ethos. The school community is proud of the school and supports events and activities regularly. All staff promote positive relationships and take a consistent approach to developing the school's nurturing culture. All children have access to a "safe space" which provides an area for them to have a quiet time or reflective space. 'Thinkbooks', check-ins and wellbeing discussions have a positive impact on children's readiness to learn.
- Children are well behaved, polite and considerate. They are attentive during lessons and motivated to participate in and complete learning tasks well. Almost all children cooperate well in pairs and small groups. They are supportive of one another, share ideas and manage resources for tasks well. Staff support children with additional support needs very well and manage transitions effectively.
- Children focus well on their learning. Teachers plan interesting tasks and children understand their relevance to the real world. Children have opportunities to talk about and develop their skills through a variety of learning experiences. They lead learning at assemblies, organise enterprise activities and apply skills in relevant interdisciplinary contexts. The school provides a range of clubs and after-school activities where children develop skills and build confidence. They contribute to community events such as Shetland's local SMUHA (South Mainland Up Helly Aa) festival, music festivals and sporting events. Children share their learning with their families through class assemblies, the school blog and open evenings or events such as paired reading and learner-led events. The headteacher and staff, together with children and their families, should review homework across the school and encourage more families to become involved in children's learning.
- Teachers apply professional learning through implementing formative assessment effectively. All teachers share what children are learning and make clear how children will know they have been successful. In a few lessons, children co-construct the criteria for success, enabling them to have a very clear understanding of how to achieve success. In most lessons, teachers build on prior learning and share the purpose of the lesson effectively with children. Across the school, teachers use digital technology regularly to support learning. Children are developing

an understanding of coding using programmable robots. They apply their learning in science, technology, engineering and mathematics (STEM) to build robots. Staff should continue to plan the use of technology in a progressive way across the curriculum.

- Teachers provide helpful written feedback to children about their strengths and next steps. In most lessons, teachers give verbal feedback and positive encouragement to children. They should ensure verbal feedback builds on what children do well and what they need to do to improve. Children are developing skills in peer and self-assessment. Teachers should work towards implementing these approaches more consistently across all classes. They need to increase opportunities for children to use the language of learning across the curriculum. Teachers provide differentiated learning tasks to match Curriculum for Excellence (CfE) levels and children's progress. They should continue to develop differentiation further to ensure learning activities are matched well for all individuals and groups of children. Teachers should challenge children's learning through higher order questioning and encourage critical thinking. Staff should continue to develop increased opportunities for children to have more personalisation and choice across a wider range of curricular areas.
- Teachers make use of a growing range of assessment information to inform planning for learning and to make professional judgements about children's progress. They are developing confidence in using holistic assessments where children demonstrate their knowledge and understanding in different contexts. Most children are progressing well in their learning and are beginning to understand themselves as learners. They articulate clearly what they are learning but are less clear about the skills they are developing. They talk proudly about their folios of work and the progress they are making in literacy, numeracy and health and wellbeing. Approaches to peer assessment provide helpful opportunities for children to reflect on their learning. Teachers should consider ways in which targets in learning can be more clearly defined help children understand the application of their skills in the relevant and meaningful activities they enjoy. Senior leaders and teachers discuss assessment information and the progress children are making at regular intervals. They identify when support and challenge may be required very effectively. Developing moderation and a shared understanding of standards is supporting increasingly robust judgements about standards. The headteacher and staff should consider how opportunities for professional dialogue can ensure a sustained focus on using data to track progress over time. Teachers should increase the use of national benchmarks across all curricular areas.
- Teachers plan appropriately to deliver CfE. They make use of progression pathways to ensure children are making appropriate progress in most curriculum areas. There are early signs that the recently introduced numeracy and mathematics spreadsheets are helpful in identifying gaps in learning and ensuring a smooth progression. The staff should take forward their plans to develop assessment and progression in talking and listening further. Assessment is an integral feature in planning for learning templates and teachers gather information systematically to show how well children are achieving. Children who require additional support are identified early, supported well and progress monitored regularly. Senior staff know all children and families very well and ensure children feel nurtured and ready to learn. They assess and track the impact of interventions through well-focused professional dialogue with staff.

## 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

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 is good with most children making expected progress from prior levels of attainment.

#### Listening and talking

- Attainment in listening and talking is good. Across the school, almost all children listen attentively and respectfully to instructions from their teachers and respond well to questions from adults and peers. At second level, most children apply their listening and talking skills through presentations at class assemblies and in interdisciplinary learning. A few children apply discursive skills through class debates on the pros and cons of building windfarms in Shetland. Teachers should develop assessment of children's skills to ensure they make continuous progress.

#### Reading

- Overall children's attainment in reading is good. At early level, almost all children know their initial phonic sounds and digraphs and blend successfully. They are making a positive start to developing appropriate reading skills. At first level, children read a variety of texts including fiction and non-fiction. They identify the difference between fact and opinion and developing comprehension. Most children at first and second level read a wide variety of both fiction and non-fiction books for enjoyment. At second level, most children are developing reading skills through class novel studies. They read confidently and fluently, using punctuation appropriately to convey meaning and expression. Teachers should now focus on developing children's reading skills in skimming and scanning, and inference at second level.

#### Writing

- Overall, children's attainment in writing is good. Consistent approaches to teaching writing is having a positive effect on children's confidence in writing across a variety of genres. At early level, most children are making appropriate progress in their writing. They are building their confidence and independence. At first level, most children apply skills in spelling, grammar and punctuation to extended pieces of writing with accuracy. They write well for a variety of purposes across different curricular areas including science. At second level, most children build on these skills and demonstrate creativity in their writing. They write for a variety of purposes and apply their knowledge about persuasive language when considering if Shetland should develop windfarms. They write well for different audiences when managing enterprise projects and competitions.

#### Attainment in numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good.

## Number, money and measure

- At early level, most children's sequencing of numbers to ten and writing numerals is developing well. They demonstrate addition facts within ten with confidence. At first level, most children add and subtract confidently, making good use of mental strategies and written skills. They apply their knowledge of numbers to a thousand and manipulate concrete materials when learning outdoors. At second level, most children make accurate calculations across the four processes using six digit numbers. They are confident in using a range of measures in length and weight and when calculating money. They apply their knowledge in money calculations well when working in enterprise groups but are less skilled when working with fractions.

## Shape, position and movement

- At early level, the language of shape and recognising common two-dimensional shapes is developing well. At first level, most children have an understanding of more complex two-dimensional shapes and the properties of three-dimensional objects. At second level, most children accurately draw nets of three-dimensional objects. They understand the connections between a variety of shapes and name their features. They should make increased use of digital technologies to develop children's skills in position and movement.

## Information handling

- At early level, children use a variety of interesting games and materials to sort and count. At first and second level, children organise information in tables and use it to complete numeracy tasks. However, they are not yet sufficiently skilled in drawing graphs using axes and scales accurately. At second level, children use their knowledge of Fairtrade to analyse data, present it as a spreadsheet and use technology to represent their findings as pie charts.

## Attainment over time

- Over the past few years, the headteacher and staff have developed, and make effective use of individualised tracking. They know children well as individual learners and the progress they are making. Overall, most children are making good progress. Teachers should continue to develop moderation and the use of assessment data to strengthen further their judgements about children's progress. Senior leaders should continue to have a sustained focus on children's progress in numeracy and mathematics to ensure a consistent pace through CfE levels.

## Overall quality of learners' achievements

- Children enjoy a range of opportunities for wider achievement. They celebrate their successes through assemblies, displays and in their personal portfolios. They participate in extra-curricular clubs and groups such as table tennis, netball, football, "Peerie Maakers", choir and music groups. They are developing sporting and cultural skills. The choir sings at the local care home and joins with parents and the community to sing carols at the airport. Music is a strong feature of the school with the majority of older children learning to play a musical instrument. Children demonstrate their skills and celebrate their success at regular local music festivals. The headteacher and staff team have successfully developed a nurturing ethos across the school. Children are confident, take responsibilities and have a caring attitude towards others.
- All children and staff take part in 'Focus Fridays'. Children have a strong influence on school improvement through the 'CHIP' (Children's Improvement Plan). They are listened to, lead developments and see the results of their participation. They raised an issue about textbooks they did not find helpful which resulted in new resources being purchased. Children have set out stepping stones for success in order to raise attainment in numeracy.

- All children have an important awareness of themselves as responsible citizens through environmental work. They are proud to have gained five Eco-school flags. All children take part in activities with members of the local community. Children gain skills in teamwork and resilience through participation in a residential excursion to Loch Insh. This supports children to build relationships and aids their transition to secondary school. The school has links with other schools in France, Spain and Kenya and children have exchanged letters with their French pen-pals. Children talk about some of the cultural differences between them and are building their understanding of themselves as global citizens.

### **Equity for all learners**

- The headteacher places high value on equalities. She is held in high esteem and has gained the respect of staff, parents and the wider community. The positive relationships she fosters are founded on mutual respect. Staff, parents, carers and partners actively contribute to the life of the school. The school community and active Parent Council supports the work of the school effectively. Parents regularly support the school's commitment to providing children with a range of relevant learning opportunities outside school. The school's heritage and geographical location results in annual events that include children and families throughout the South Mainland area of Shetland. The school and its community ensure all are included and promote equalities across the work of the school. The headteacher should continue to monitor and track children's participation levels and wider achievements to ensure no child is missing out.
- The headteacher uses the allocation of Pupil Equity Funding (PEF) to support improvements in numeracy and mathematics. She deploys additional staffing effectively to support the school's focus on nurture. The headteacher and staff monitor the developments and measure the impact this has on improving outcomes for children. They gather appropriate assessment information to demonstrate the positive impact of PEF initiatives.

## 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.