

# Summarised inspection findings

**Lennoxtown Primary School**

East Dunbartonshire Council

14 March 2023

## Key contextual information

Lennoxtown Primary School and Early Years Centre (EYC) is situated in the village of Lennoxtown close to the Campsie Fells. It is non-denominational and provides education for children from birth to 12 years of age. The roll at the time of the inspection was 120 at the primary stages and 84 in the EYC. Approximately half of the children live within deciles one to three of the Scottish Index of Multiple Deprivation. Others live within deciles six to eight. The senior leadership team is made up of a headteacher, a deputy headteacher for the primary stages and a deputy head of centre for the EYC.

From August 2021 until April 2022 the school and EYC experienced significant challenges due to child and staff absence as a result of COVID-19.

### 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

- Children speak very highly of their school. They demonstrate their school values of respect, honesty, inclusion, cooperation, and kindness consistently well. Most children behave respectfully in class and are supported well by staff when they find this difficult. Children are inclusive through their friendships and cooperate well with staff when they need extra help to be successful in their learning. Children have a strong voice and are excited to build further on their leadership roles within school. For example, running their own clubs and looking after the environment. Children are immensely proud of their teachers and staff across the school including the catering and support staff.
- Led by the headteacher, staff know their children and families very well. Their knowledge and commitment create a warm and nurturing learning environment which can be seen and felt throughout the school. The vision and drive of the headteacher and senior leaders creates a positive, empowering climate. Children talk with pride about their school and are very willing to share their views honestly and openly.
- Children speak with confidence about the need to have a growth mindset and explain well how the importance of a can-do attitude helps them in school. The headteacher places a focus on upholding the United Nations Convention on the Rights of the Child (UNCRC) to ensure children have a clear voice. Senior leaders provide children and staff with meaningful and empowering opportunities to take on leadership roles across the school. These are providing opportunities for them to lead their own learning. A newly established child-led learning and teaching committee has been formed. This group of children plan to explore what changes or improvements they feel could be made to support their learning at school.
- The quality of teaching across the school is good. Classrooms are well organised and provide a stimulating learning environment. Displays throughout the school show attention to detail and

provide opportunities for recent work to be proudly showcased. Most teachers offer clear explanations and instructions. Verbal instructions are supported by use of visual timetables and picture symbols. Staff use a range of strategies, in the majority of lessons to ensure all children are supported to access the curriculum. Most children are motivated and eager to engage with learning. Class teachers interact with children in a supportive way to check for understanding during lessons.

- Staff share the purpose of learning and means as to how children will know if they are successful in their learning consistently with children. Children often co-create targets for how successful they have been in their learning which is enabling them to have ownership of their learning. The purpose of learning is shared in a very inclusive way including, being translated for children.
- In the early years, staff recognise the importance of play. They interact well with children and the learning environment enables children to follow their own interests. Children are beginning to consolidate their skills and apply new knowledge through play. Staff are enthusiastic about further developing opportunities for play to promote curiosity in children. There is scope to further embed the principles within national guidance through the school Play2Learn Policy.
- Throughout the school, teachers support children to solve problems and the majority of children are being challenged through effective use of questioning. Children show an eagerness to learn. Teachers should develop further opportunities for children to deepen and apply their learning to contexts which interest them. Teachers set most learning activities at the right level of challenge for children. They should adapt children's learning further, through greater depth and using meaningful contexts, to ensure all learning needs are being met.
- Teachers use digital technology well to enhance learning. The school is well equipped with a suite of laptops and interactive whiteboards which children access regularly. Children talk about online safety and understand the importance of having a secure password. Senior leaders and teachers should ensure that there is a progressive pathway for children to progress their digital skills as they move through the school.
- Teachers provide helpful verbal and written feedback to support children to know what their next steps in learning are. The majority of staff use a range of strategies well to gauge understanding. Senior leaders and teachers should now ensure this is of a consistently high quality across the school. This will also help provide appropriate pace, depth and challenge for more able learners.
- Senior leaders and teachers use a number of different approaches to check the progress of children through their learning. A range of assessment approaches continue to evolve. Teachers would benefit from continuing to work together to share their practice. Teachers talk together to build a clear understanding of the impact of any absences children have had on their progress. In a few curricular areas, staff track and monitor learning closely. This includes on-going professional dialogue about potential barriers to learning children face.
- The headteacher builds the confidence of teachers to ensure interventions are in place for children who are not making expected progress with their learning. Teachers closely track these interventions. Through their regular discussions with senior leaders, staff make changes and adaptations if needed. Senior leaders work tirelessly to ensure they have the information they need to understand how well children are doing at school. They meet termly with teachers to review data about children's progress and agree their next steps in learning. Senior leaders and staff are equipped with a range of data. They are well placed to continue to work with the children to set meaningful targets with them.

- Teachers work together well to build a shared understanding of national standards. They should continue to deepen their understanding further. Teachers are eager to seek out further opportunities for children's work to be moderated, both within the school and between other schools. They have started to re-establish this practice post COVID-19. Teachers undertake self-evaluation activity, which shows they are reflective and committed to improving their professional understanding in this area.
- Teachers' termly planning shows a breadth of experiences for children. They are provided with opportunities to have choice about what they learn and why. Teachers should continue to plan learning together more regularly. This will help ensure the experiences they provide progress children's skills as they move through the school. Staff have planned together to re-introduce Friday skills. As planned, staff should give children further opportunities to choose which tasks and activities they participate in at Friday skills. Staff should track this universal offer moving forward, to ensure that all children have opportunities to access a range of wider achievements.

## 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

#### Attainment in literacy and numeracy

- Attainment data shows attainment in literacy and English and numeracy and mathematics declined as a result of the impact of the COVID-19 pandemic. Since then, detailed assessments have informed senior leaders' understanding of gaps in attainment. Universal and targeted interventions have been identified to target improved attainment.
- Attainment data provided by the school shows that in 2021/22 the most children across P1, P4 and P7 are achieving the expected Curriculum for Excellence levels in literacy and the majority in numeracy.

#### Attainment in literacy and English

- Across the school most children are making good progress in listening and talking, reading and writing from their prior levels of attainment.

#### Listening and talking

- Most children work cooperatively and respectfully with each other, respecting differing points of views. They take turns to talk and listen to each other, appropriate to their age and stage.
- Children who have achieved early level listen to others attentively and follow classroom instructions well. They can express their likes and dislikes. Most children at first level and second level listen well to instructions and respond appropriately. Most children confidently express their views and offer their own opinions. Children who are on track to achieve second level are aware of different communication techniques such as eye contact, clear annunciation, and use of tone to engage the listener. They have opportunities to practise presentation skills at assemblies and through various pupil leadership roles. As planned, continue to build children's confidence across the school to listen and talk effectively.

#### Reading

- Children who have achieved early level can read sentences and use words and pictures to answer questions about texts. They are aware of the differences between fiction and non-fiction texts and can describe some of the features of non-fiction texts. Children who have achieved first level can read age and stage appropriate texts fluently. They can answer literal and evaluative questions. Children who are on track to achieve second level can read fluently and with expression paying reference to punctuation to add interest and expressions. They can answer inferential questions and discuss main themes in class texts.
- Across the levels children are less confident explaining their preferences for particular texts and authors. Staff should support an increased focus on reading for pleasure. This includes for example, through allowing children to borrow books to take home from the well-resourced school library. Together with other reading initiatives, this will provide opportunities for children

to experience a breadth of different types of texts and to develop further their personal preferences.

## **Writing**

- Children who have achieved early level can write in sentences using basic punctuation correctly. The majority are forming their letters and use capital letters and full stops. At first level, the majority of children are writing independently using appropriate punctuation and conjunctions to extend sentences. The majority of children can use interesting sentence openers and adjectives to describe characters. At second level children plan and write a range of text across different genres including persuasive texts. Most children can use appropriate punctuation and paragraphing. Overall presentation is variable, children need ongoing opportunities to improve their use of punctuation.
- As planned teachers should continue to review approaches to writing, monitor impact on progression. Staff should ensure sufficient opportunity for children to write extended texts and apply writing across different curricular areas.

## **Numeracy and mathematics**

- Overall children's attainment in numeracy and mathematics is good.

## **Number, money and measure**

- Most children who have achieved early level are developing their understanding of number and number processes. They can identify coins and apply addition and subtraction skills to money. Children who have achieved first level can round numbers. They can draw and measure shapes in centimetres. Children who are on track to achieve second level can calculate perimeter and area correctly. They can compare costs and determine affordability and value for money within a given budget. Children are less confident in linking fractions with decimals and percentages.

## **Shape, position and movement**

- Children who have recently achieved early level are able to recognise and name two-dimensional shapes. Children who have achieved first level can use mathematical language to describe the properties for two-dimensional shapes and three-dimensional objects. They can identify lines of symmetry in regular shapes. Children who are on track to achieve second level can measure and draw a range of angles and calculate missing angles.

## **Information handling**

- Children who have recently achieved early level are able to sort objects in a variety of different ways. Children who have achieved first level can describe how to gather and sort information for a given purpose. Children who are on track to achieve second level can explain how to collect, organise and display data including through the use of digital technologies.

## **Attainment over time**

- Senior leaders have helpful data about children's levels of achievement for the last six years. This data shows that COVID-19 had a negative impact on children's attainment in sessions 2020/21 and 2021/22. Senior leaders are aware of the underlying reasons for this and have made strategic resourcing decisions to address barriers to learning. This session there is a clear focus on raising attainment in writing and numeracy across the school.



- Senior leaders meet termly with teachers. They discuss attainment, track progress, and identify appropriate interventions to support all children to make progress. A raising attainment teacher is leading targeted intervention groups across the school to raise attainment and target gaps in learning. Monitoring is giving senior leaders' confidence that supported interventions are having positive impact on attainment. As planned, senior leaders should continue to evaluate the impact of universal and targeted interventions to raise attainment for identified groups of children. Senior leaders should continue to develop tracking systems to enable clear identification of trends in attainment over time for particular cohorts of children.

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

- Children have regular opportunities to share and celebrate personal achievements at weekly assemblies through 'Lennoxtown Shoutouts'. They are offered opportunities to develop skills and achievements through a range of lunchtime and after school clubs. Through the Friday Skills Club children have opportunities to develop a range of skills such as dance, coding and baking. There is scope now for staff and children to evaluate and record the development of skills for learning, life and work.
- Children have leadership opportunities through for example the Playground Committee, Eco Committee, House Captains, Dyslexia Ambassadors and the recently established Learning and Teaching Committee. These leadership roles are providing children with a strong voice. They provide important opportunities to develop a range of skills and attributes such as teamwork, leadership and communication skills.

### **Equity for all learners**

- The headteacher has a strong vision for and commitment to equity for all and social inclusion. Staff have a clear understanding of the socio-economic circumstances of children and families. They are particularly aware of the current cost of living crisis within the community. A range of successful initiatives are in place to tackle the cost of the school day. These include signposting families to financial support and providing sensitive access to a range of resources.
- Senior leaders take action to ensure that all children have equity of opportunity and achievement. The headteacher's rationale for Pupil Equity Fund (PEF) spend is based on accurate analysis of a wide range of data. Plans for PEF interventions are shared and agreed with the Parent Council. The majority of PEF is focused on targeted intervention support for identified groups of children. There is emerging evidence of the positive impact these interventions are having on children's progress. As planned, senior leaders should continue to carefully track the impact of funded interventions on children's attainment. This will help demonstrate progress made in closing the poverty-related attainment gap.



## Other relevant evidence

- Children have access to classroom libraries. The school library is being re developed and will open as a lending library for all children.
- Teachers provide children with two hours of physical education each week.
- From August 2021 until April 2022 the school and EYC experienced significant challenges due to child and staff absence as a result of COVID-19. This has had a negative impact of the pace of change withing the 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.