Summarised inspection findings

Stockbridge Primary School

The City of Edinburgh Council

19 September 2023

Key contextual information

Stockbridge Primary School is situated in the centre of the city of Edinburgh. Almost all children live in deciles five to ten of the Scottish Index of Multiple Deprivation (SIMD). The majority of children have English as an additional language. The school is very proud of its multicultural community and are proactive in celebrating diversity in an inclusive environment. The school roll is 247 children organised over 10 classes. The headteacher has been in post since March 2020. She is supported by a depute headteacher, principal teacher and a business manager. There has been considerable disruption to staffing, particularly at the early stages of primary this year.

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 children benefit from the nurturing and inclusive ethos across the school. Staff know children and their families very well and are responsive to their individual needs. The refreshed values of 'Ready, Respectful, Safe' are helping to reinforce positive relationships and respectful interactions. Staff have a strong understanding of the unique and diverse context of the school. Staff and children value and celebrate diversity in a range of ways, such as through the P6 led newsletter 'Diversity Matters'.

- Staff have developed an inclusive learning environment across the school. As a result, most children are motivated and engage well in their learning. Children understand the purpose of their learning and are becoming more confident in discussing their strengths and next steps. Teachers provide differentiated learning experiences which meet the needs of most children. Teachers provide appropriate challenge for most children. All children would benefit from more opportunities to apply and deepen their learning in a range of contexts.

- Children have opportunities for personalisation and choice in learning, in areas such as play and social studies. They reflect regularly on their learning and identify what they would like to improve or find out more about. Teachers support learning by ensuring that they use a range of independent, paired and group activities. Children use traffic lights to self- and peer-assess their learning. Teachers are using this information well to inform their planning for next steps.

- Staff at the early stages are taking greater account of the environment to promote child-led learning. Teachers promote creativity and support children to develop skills well. However, the overall balance between adult-led and child-led learning does not result in high-quality experiences for all children. Staff should continue to engage with current research and National practice guidance 'Realising the Ambition: Being Me' to support their ongoing understanding and development of approaches.

- In most lessons, teachers make links to prior learning and share the purpose of the learning with children. They discuss what successful learning will look like. In a few classes, this is focused on completion of the task rather than the demonstration of knowledge or skills being

developed. Most teachers use questioning effectively to check children's understanding of learning. A few teachers use questioning well to develop children's higher order thinking skills.

■ Teachers are developing their use of digital technology to enhance learning. In a few classes, digital technology is used to support individual learners to access their learning or to enhance the quality of the learning experience for all. Senior leaders recognise the need to continue to develop the use of digital technologies to ensure all children receive a breadth of digital experiences.

■ Staff make creative use of the school grounds, surrounding areas and school trips to enhance learning experiences. As a result, children benefit from a range of outdoor learning opportunities and apply their skills in a range of contexts. Staff use the school grounds effectively to support an early level transition project involving children in the nursery and Primary 5.

■ Teachers use a range of assessment approaches well to evaluate children's knowledge, understanding and progress in learning. These include a range of standardised assessments and use of formative assessment strategies. Teachers' use of these approaches is providing consistent and increasingly reliable data to benchmark children's progress. A few teachers plan high-quality assessments which allow children to apply and show their learning in real-life contexts. Teachers should share and develop this practice across the school to increase further the validity and robustness of assessment evidence. Teachers are becoming more confident in using assessment data to inform their planning of next steps in learning for all children. They should continue to develop their use of assessment across all curricular areas.

■ Senior leaders support and encourage teachers to work collaboratively with stage and level partners. Staff plan with stage partners where relevant and have begun to work across Curriculum for Excellence (CfE) levels to develop plans on specific themes. They engage in regular professional dialogue with colleagues about children's learning and progress.

■ Teachers have opportunities to work with colleagues from neighbouring schools to plan learning, teaching and assessment with a focus on writing. As a result of these approaches, teachers' confidence and accuracy in their judgements of children's progress in literacy and numeracy is improving. Senior leaders and staff should develop further their use of National Benchmarks and their understanding of national standards, across the curriculum. This should continue to include opportunities to engage in moderation activity beyond the school.

■ All teachers plan learning linked to Curriculum for Excellence (CfE) experiences and outcomes, over different timescales. Senior leaders and staff should continue to review and refine approaches to planning to ensure progression is clear and evident across all areas of the curriculum. Teachers regularly seek children's reflections, thoughts and ideas and use these to inform planning.

■ The headteacher has introduced robust processes to track learners' progress at a whole-school, year group, class and individual level. As planned, senior leaders should develop further the tracker to include all relevant information in one place, making it more accessible and clearly demonstrating children's progress against key milestones.

■ Senior leaders meet regularly with teachers to discuss the data they gather on children's progress, achievement and attainment in literacy and numeracy. They identify individuals and groups of learners who have gaps in their learning and may require more support, and plan appropriate interventions and strategies. They also discuss children who are on track, but capable of even more. Staff are increasingly aware of the children who would benefit from

greater pace, challenge or depth in their learning. Senior leaders monitor interventions carefully to evaluate their impact on children's outcomes and make adjustments as required.

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, most children attain expected CfE levels for literacy and English and numeracy and mathematics. A few children work beyond expected levels in literacy and numeracy. A minority of children are capable of making even greater progress.

Attainment in literacy and English
- Overall, attainment in literacy and English is good. At early level, children's progress has been impacted by staffing issues. Most children at early level are making satisfactory progress in literacy. At first and second level, most children achieve expected CfE levels and are making good progress. Children who have English as an additional language are making good progress in literacy and a few are making very good progress from their starting points.

Listening and talking
- At early level, most children speak confidently to express what they know and can listen in order to follow a simple instruction. A few children require support to listen to others. At first level, most children express themselves well to communicate their views. They can talk about their ideas and preferences when discussing favourite books. At second level, most children express their views clearly and use persuasive language on issues of relevance to them such as their 'Safe Slow Stockbridge' campaign. At first and second level, a few children require further support to listen respectfully to the views of others during group discussions.

Reading
- All children are encouraged to read for pleasure through a number of initiatives such as the Bookfest and visits to the local library. At early level, most children respond positively to print and use their knowledge of sounds and letters to read familiar and unfamiliar words. A few children need to develop further their ability to read tricky words. At first level, most children can answer literal questions about texts. They can use the information they read to answer a range of questions. At second level, children demonstrate a clear preference for the books they read for pleasure. Most children read fluently with appropriate expression. They are confident in relating what they have read to their own experiences and opinions.

Writing
- At early level, the majority of children write a sentence using a capital letter and full stop. A minority of children need to develop their ability to form letters. At first level, most children can describe a character and setting. They are writing for a range of purposes, including science reports. At second level, children write regularly at length for a wide range of purposes including real life contexts such as letters to local politicians. As they progress through the levels children use increasingly more complex punctuation and grammar.

Numeracy and mathematics

- Most children make good progress and achieve expected national standards in numeracy and mathematics across the school.

Number, money and measure

- At early level, most children count on and back in ones confidently. They split a whole into smaller parts and can explain that equal parts are the same size. A few children require support to read o'clock times from an analogue clock face. By first level, most children use the correct notation for common fractions. They are less confident when converting amounts between units of measure. By second level, children calculate fractions and percentages of a quantity confidently and can apply this to problems involving money, weight and distance. A few children are less sure when asked to express fractions in their simplest form.

Shape, position and movement

- At early level, children recognise and sort common two-dimensional shapes and three-dimensional objects. They are less confident in using some of the familiar descriptors such as flat and curved to describe features of shapes and objects. By first level, children use mathematical language such as vertices, faces and edges correctly when describing common three-dimensional objects. By second level, most children use the terms acute, reflex and obtuse to describe angles correctly. A few children are less confident when plotting coordinates across all four quadrants.

Information handling

- At early level, children create simple pictograms and the majority of children can use them to answer simple questions. At first level, children answer questions correctly on a range of charts, graphs and tables. A few children are less confident when asked about probability and chance. By the end of second level, most children can identify suitable methods for collecting and organising data. Across the school, all children need more opportunities to use digital technology to record and display data through spreadsheets, databases, a range of charts and graphs.

Attainment over time

- Senior leaders have a clear understanding of, and can demonstrate, the progress all children make. Senior leaders and staff should continue to develop robust approaches to assessment and moderation across the curriculum to further improve the reliability of data on children's progress over time. Most children experiencing barriers to learning are making good progress from prior levels of attainment with a few making very good progress in literacy.

Overall quality of learner's achievements

- Children's successes are celebrated at assemblies, on digital platforms, in newsletters and in classrooms. Children are gaining skills in leadership, teamwork and communication through activities including being pupil council representatives, members of the diversity group or as junior roads safety officers. Teachers track and monitor participation in both in school and out of school activities. This is supporting them to target children who may not be gaining important skills due to financial barriers. Senior leaders have correctly identified the need to develop a progressive approach to skills development across the school. This will support children to understand and articulate better the skills they are developing.

Equity for all learners

- Staff know children and their families very well and have a strong understanding of the challenges their diverse community face, including those linked to socioeconomic circumstances. They are proactive in ensuring children have equity of access to school activities and trips. Senior leaders allocate Pupil Equity Funding to provide additional staffing.

They clearly show that targeted children have successfully made improvements in their attendance and their attainment in literacy and numeracy. Senior leaders should continue to monitor the impact of interventions on raising attainment and accelerating the progress of children with barriers to their learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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.