

Summarised inspection findings

Lenzie Meadow Primary School

East Dunbartonshire Council

28 August 2018

Key contextual information

Lenzie Meadow Primary School and Nursery Class was created in August 2016. It follows the merger of two primary schools in Lenzie. The headteacher is relatively new in post having taken up post in January 2018. The nursery class has seen an increase in its roll and capacity.

1.3 Leadership of change

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

- Following the merger of two primary schools, Lenzie Moss and Lenzie Primary schools, senior leaders consulted all stakeholders in the vision, values and aims for their new school. This has helped to create a cohesive community in which stakeholders feel a sense of unity. Commendably, children were heavily involved in shaping an identity for their new school, including its name, Lenzie Meadow. The vision captured in the motto; 'happy, self-confident, motivated and responsible individuals, who strive to achieve their very best in all pursuits' is articulated in an accessible, and succinct way. It helped to establish a sense of direction and common purpose for the new school, which was very much needed at the time of the merger. Senior leaders acknowledge that now may be an opportune time to reflect on the vision and values to evidence their impact on practice and to consider their alignment with the school charter. In taking this forward, greater consideration of the social, economic and cultural context of the school may result in reflecting on the extent to which practice is fully ambitious and aspirational for all children.
- Although not fully reflected in improvement planning, senior leaders and staff, spent much of their time and energy in ensuring the successful and smooth merger of the two schools. Children were well supported during this process with full consideration given to their pastoral needs and wellbeing. A streamlined approach to strategic planning for continuous improvement that focuses on a smaller number of well-considered priorities will support efforts in guiding the pace of change. Clear mechanisms are also required, that allow staff, children and partners to be more fully involved in selecting and agreeing priorities in the school improvement plan.
- Over the last session, there has been a minor period of instability of headship, which has had an impact on driving forward improvement priorities. There are early positive signs that the new headteacher is providing strong leadership and gaining the confidence of staff, children and parents. It is too early to identify any significant impact of improvements being implemented since her appointment. She has rightly spent much of her time accurately identifying strengths and areas for improvement within the school. She acknowledges the need to have greater emphasis on the strategic leadership of a number of important aspects of school practice and provision. She is building on the open and collaborative culture evident in the school.

- The headteacher is supported by two depute headteachers who successfully and skilfully led the school merger. They are held in high regard by the school community and demonstrate key qualities of effective leaders. They are recognised for having a supportive and nurturing approach. They now need to take a more critical role in challenging practice and provision. They are keen to take on a more strategic role in driving forward improvement and change.
- There is a culture of collaboration within the school where staff share their ideas, practices and strategies. Time, space, support and resources are made available to allow teachers to meet in various working groups to help drive forward priorities for improvement. This has primarily been focused on establishing programmes and courses for various curricular areas such as social studies, sciences and health and wellbeing. Teachers value the opportunities to develop their professional learning and learn from each other within and beyond the school. A few teachers are undertaking Masters level research and many are engaging with East Dunbartonshire Council's professional learning opportunities, many of which link with school priorities. Empowering teachers to take on a greater range of leadership roles and undertaking professional learning has the potential to impact more considerably on the quality of learning, teaching and assessment across the school. This also includes developing children's engagement in the process of change. Senior leaders should proceed as planned in using *How good is OUR school?* (2018) to support improvement in learner participation in self-evaluation and school improvement.
- The school monitors the impact of change measures through a programme of professional monitoring activities. These include observations, seeking the views of stakeholders, sampling forward plans and dialogue with teachers and children. A more focused approach to monitoring and evaluating the work of the school is required to demonstrate clearer impact on outcomes for children. This includes upskilling teachers in analysing and evaluating intelligence and data so that they can demonstrate the impact of improvement arising from self-evaluation.

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

Learning and engagement

- The school's vision underpins a nurturing ethos across the school and is supporting a positive climate for learning. The school charter prioritises kindness, safety and responsibility and these effectively characterise relationships in the school. As a result, children participate happily and compliantly in the tasks and activities they are given. However, these are not always sufficiently motivating for all children.
- The views of children are gathered at whole school level in various ways including questionnaires and focus groups. Children are very well equipped to have a much greater input into shaping what and how they learn. Providing greater levels of autonomy to children has the potential to improve their engagement so that they become more eager and active participants in their learning.
- Overall, across the school, children require more challenge in their learning. In order to plan for appropriate challenge, teachers need to have a better understanding of children's prior learning. Developing tasks and activities that require higher order thinking and creating an ethos of self-challenge for children will better reflect the vision of the school where children 'achieve their very best in all pursuits'.

Quality of teaching

- The new building and grounds of Lenzie Meadow Primary School provide a very high-quality environment for learning. Facilities are used well to offer a wide range of learning opportunities for children within and outwith the school.
- In almost all classes teachers provide clear explanations and instructions. However, across the school, lessons tend to rely too much on teachers who set the same pace of learning for all children. In a few classes, teachers demonstrate skilled use of questioning to support children to develop higher order thinking. As a result, in these classes teachers are more able to spend time interacting with children individually and in groups. More effective use could be made of questioning to develop children's higher-level thinking and enable them to contribute more to their learning. Children across the school would benefit from more regular opportunities to lead learning and develop their independent learning skills.
- In most lessons, teachers discuss with learners what they are expected to learn. They share learning intentions and success criteria and appropriate experiences for achieving these. In a few instances, children co-construct the success criteria that they then use to support self-assessment. In a minority of lessons, plenaries are well used to refer back to the learning intentions and success criteria. Children's learning would benefit from these practices being a more consistent feature of classroom experience.

Effective use of assessment

- Across the school, teachers use a variety of approaches to assess children's progress in learning. They are using the differentiation framework to varying degrees to meet the needs of individuals and groups of children. Overall, there is limited understanding of the use of assessment to support learning and teaching. In particular, assessment information gathered on an ongoing basis should be used to better differentiate tasks and activities to support children's progress. Over-reliance by teachers on following set programmes and courses is inhibiting effective development of more formative approaches to teaching.
- Through formal and informal opportunities for moderation, teachers are developing their confidence in their professional judgements about achievement of a Curriculum for Excellence level. These opportunities include working with stage partners within school and with colleagues across the cluster. Teachers would benefit from more regular and robust arrangements for moderation to develop a clearer understanding of standards. Teachers also need to review their understanding of the use and purpose of National Benchmarks in order to clarify how these can inform professional judgements about children's achievement of a level.
- Teachers judgements and information from children's progress in learning, including standardised tests, are used to support reporting at key milestones, such as annual reports and profiling at P1, P4 and P7.

Planning, tracking and monitoring

- Across the school, children are supported in setting targets in their learning, which are reviewed termly in dialogue with the teacher. Children are not always confident in discussing their targets, or in understanding the impact on their learning. More effective feedback for children is required so that they are fully aware of their strengths and next steps in learning.
- Senior leaders have worked with teachers to develop and agree manageable processes to monitor children's progress in learning. They acknowledge that tracking and monitoring systems need reviewed to better support planning for learning through providing more robust sources of information.
- Overall, teachers have worked hard to create an environment that is positive and supports children's learning. Stronger leadership of learning is required so that teachers across the school have a clear and shared understanding of what high quality learning, teaching and assessment looks like. This will help to support effective self-evaluation of their practice.

2.2 Curriculum: Learning pathways

- In preparing for the merger, teachers worked collaboratively across both schools to have programmes and courses in a range of curricular areas available to deliver for children at Lenzie Meadow Primary School. Although teachers use experiences and outcomes to plan learning, teaching and assessment, much of the work to establish a progressive and coherent package of learning for literacy and numeracy has been heavily dependent upon commercially produced and in-house resources and materials. While providing teachers with a clear structure, it has often led to a rigid and overly prescriptive form of delivery. As a result, learning pathways do not always support children to build on their prior learning and therefore further work is required in ensuring appropriate progression for all learners.
- Overall, approaches to reviewing learning pathways should focus on helping children experience a more challenging and motivating broad general education, aligned with national expectations. The over-emphasis on total coverage of experiences, outcomes and National Benchmarks has come at the expense of depth and challenge in children's learning. As a result, children do not have sufficient opportunities to develop their higher-order thinking skills well enough or apply skills and knowledge in new and unfamiliar contexts.
- In designing and shaping the curriculum, greater account needs to be taken of the Developing Scotland's Young Workforce agenda so that children's employability skills are developed.
- The school is at the early stages of identifying a programme to develop children's digital skills. At present, children's digital experiences comprise a range of activities from P1 to P7, for example, using common computer applications, and programmes on interactive whiteboards. These include using presentation software, for example relating to topic work such as 'food from farming'. These activities provide some useful opportunities to develop key digital skills, but at present they fall short of a coherent programme, which exploits, fully, the capacity of digital approaches to enrich children's learning.
- Staff have taken some important steps to begin to audit their skills and professional learning needs, for example building a profile of contributions which individuals are able to make. As the school develops its thinking and policies on learning and teaching, staff should ensure early attention to the powerful, central role, which digital approaches can play in children's experiences. It will also be important that the school's digital pathway takes account of children's prior knowledge, and the skills they bring, from their lives outside school.
- Staff generally involve children well in using interactive whiteboards, as an active part of learning and teaching. At times, the resources and activities that staff use do not align well with children's needs, and are too complex. Staff need to ensure that resources and software applications are appropriate to the task in hand. In respect of hardware resources, the school should keep in mind the potential contribution of children's own digital devices, with appropriate safeguards for example in respect of equity of access.

2.7 Partnerships: Impact on learners – parental engagement

- Across the nursery class and primary school parents feel that the school is happy and welcoming. Parents are encouraged by the open-door policy to communicate with the staff regularly. As well as regular communications through newsletters, social media and the school website, parents are welcomed to stay and play in the nursery, attend school contact evenings and are invited to school assemblies. After these assemblies, parents are encouraged to stay for learning conversations with their child's class teacher. Helpfully staff have recently introduced termly class newsletters for parents. This could be further developed to better support home learning. Parents appreciate the celebration of children's achievements through the introduction of an online platform which enables timely and relevant communications. This also helps parents have a greater sense of 'belonging to the school' as well as allowing them to communicate with teachers. All of this, is leading to the very strong partnership approach which is evident in the school.
- In the pre-inspection questionnaires the majority of parents indicated that they feel that their views are taken into account. These are often sought through the active partnerships with the Parent Teacher Association and the Parent Council. Both formal groups operate a 'help us to help you' approach, which reflects the school's collaborative approach to engaging the wider community in its work.
- Commendably the Parent Council has led the development of support networks for parents which include a group to support parents better understand a range of additional support needs. The Parent Council's support for workshops for parents has increased some parents' understanding of what and how children are learning. The school has plans to develop this approach further.

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

- Staff have a shared understanding of the central role that wellbeing has in the life and work of the school. It is visible in the school vision and values statements and prioritised in school improvement planning. Senior leaders should take forward a strategic plan for wellbeing, equality and inclusion to improve outcomes for children. This should be based on the needs of children and intelligence gained through partners about the local context.
- Staff understand their individual and collective responsibility in promoting and supporting the wellbeing of children in their classrooms and the wider life of the school. Children are able to self-evaluate their wellbeing by using the common language around Getting It Right for Every Child (GIRFEC). The principles of GIRFEC are embedded throughout practice. Staff encourage children to complete their wellbeing chart which gives children a practical understanding of what is meant by each of the wellbeing indicators. The wellbeing prompts and questions are used effectively to build up information on children's progress and to identify concerns and assess needs. Senior leaders are now in a position to strategically analyse this data and other evidence on wellbeing to highlight improving outcomes for children.
- Relationships are consistently friendly and trusting, within a strong sense of equality and fairness. Children understand their rights and responsibilities and respond to situations accordingly. Staff's commitment to creating a positive and purposeful climate characterised by mutual respect, trust and confidence is strong. As a result, children have positive working relationships with one another and staff. The wellbeing of children is enhanced through the individual support and pastoral care they receive from their classroom teacher who knows and understands them well. Children feel that they can share their anxieties with their teacher and that they will be supported effectively.
- Children have a well-developed understanding of how to lead a healthy lifestyle. They appreciate the importance of a balanced diet, understand the role of exercise in maintaining physical and mental health and recognise the dangers to health of substance misuse. The school reinforces the importance of the need to be healthy by offering a wide range of sports activities that have high levels of participation. Further analysis of participation data by gender, ethnicity and Scottish Index for Multiple Deprivation (SIMD) would support staff in identifying patterns and trends over time.
- A number of children in focus groups and through Education Scotland pre-inspection questionnaires indicate that further work is required to support them in making healthy food choices. This feedback provides an ideal opportunity for school staff to involve children more in applying their learning in food and health to promote healthy food choices working alongside the school catering service.

- Children who require additional support in their learning have their needs identified well. Support staff are skilled at gathering information and identifying needs through their wellbeing assessment forms and use of diagnostic assessments. Information sharing of additional support needs could be streamlined and more effective with reference to the strategies teachers could deploy to meet the needs of children at this universal stage of provision. Extensive information is gathered on the differentiation planner, under 'content, process, product and environment', for children requiring targeted support. Senior leaders recognise the need to evaluate these more rigorously and robustly to ensure that children have a sense of success in their learning. In addition, the deployment of support staff, including the support for learning teacher could be reviewed. Children benefit from targeted interventions delivered by support staff that focus on developing literacy and English language.
- There are a number of targeted interventions in place that are resulting in children feeling safe, cared for and nurtured. Seasons for Growth for example, was established to support children in dealing with loss and change. This was positively evaluated by parents and children alike, who report improvements in their ability to cope with change. In addition, 'Positive Alternative Thinking Strategies' assessments indicate encouraging changes in behaviour and social and emotional wellbeing.
- There is a strong ethos that promotes rights and responsibilities. This results in children having respectful attitudes. Staff are responsive to the needs of individual children as and when they arise.
- Children demonstrate respectful attributes and as a result incidents of bullying are rare and well managed. Senior leaders should proceed as planned in having a strategic overview of bullying incidents, categorised generally or against protected characteristics.
- The school has an inclusive ethos where there is a strong feeling amongst children, parents, staff and visitors that they are valued. There is a clear sense that children are known and treated as individuals by staff. This results in a sense of belonging within a school community and a strong sense of inclusion. Children develop self-confidence, self-esteem and positive views about themselves and their school, through taking part in an extensive and varied programme of activities both within and out of school hours. The world beyond the school is increasingly used as a source of learning for all children. Staff are keen to target children at risk of missing out on key experiences or achievements by aiming to address any inequalities of access to opportunities outwith school. In taking forward equality and diversity, the school should ensure that children have a good understanding of different cultures and a positive appreciation of diversity.

3.2 Raising attainment and achievement

satisfactory

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

- The school's most recent collection of predicted data on Curriculum for Excellence levels show that by the end of P1, almost all children are expected to achieve the appropriate level in reading. Most will achieve the appropriate level in writing, listening and talking and numeracy and mathematics. By the end of P4, most children are expected to achieve the appropriate level in reading and writing. Almost all are expected to achieve the appropriate level in listening and talking and numeracy and mathematics. By the end of P7, most children are expected to achieve the appropriate level in reading, writing and numeracy and mathematics and the majority are expected to achieve the appropriate level in writing.
- There is significant scope for raising children's attainment across the school. The school now needs to track more robustly the progress and attainment of different groups of learners and individuals to ensure all children make the best possible progress. Inspection evidence indicates that children could perform better if pace and challenge were improved.
- The school moderates across stage partners and has engaged in moderation at cluster level. The senior leadership team acknowledge that there is a need to review moderation activities across the school to improve the understanding of standards. This will support their assessment judgements and their use of National Benchmarks.

Attainment over time

- The school is not in a position to share a depth of historical data given that the school opened only two years ago. Confirmed data is available for 2016/2017 and predicted data for 2017/2018. At present the school predictions indicate that attainment across all areas will decline with the exception of reading, listening and talking and numeracy at P4. The school should now sharpen its focus on adding value to attainment consistently across all stages and addressing dips in attainment as children progress through the school. The school has a range of standardised data available. Staff now need to use this information more effectively day-to-day to ensure all children make continuous progress in their learning. Staff do not yet have a clear picture of children's progress across the curriculum. As they develop progressive pathways for these areas, they will be able to track children's learning across all curriculum areas more effectively.

Attainment in literacy and English

- Overall, children are making satisfactory progress in literacy and English, with the exception of writing where children are making good progress.

Reading

- At early level, almost all children are using their knowledge of sounds, letters and patterns to read unfamiliar words. They are beginning to utilise a range of strategies including 'reading on,' 'using the picture clues' and 'chunking the word', to help them to read more challenging texts. They enjoy reading and sharing a variety of stories and are able to articulate their likes and dislikes. By the end of first level, children are reading with increasing fluency and are able to talk about a wide range of authors and books. They are effectively utilising a range of reading strategies and are able to generate their own open and closed questions in order to gain a greater understanding of texts. By the end of second level, most children have a clear understanding of literal, inferential and evaluative questions and are able to create questions for one another as they work in their cooperative learning groups. Children are eager to have greater ownership of what they read and would welcome opportunities to select books for their class libraries. The inspection team discussed with staff how they might encourage a few reluctant readers to further engage in reading. In general, children require more opportunities to develop further their advanced reading skills through the use of suitably challenging texts. Greater opportunities should be provided for children to discuss a range of literary features, for example, the writer's style and the effect this has on the reader.

Writing

- Across the school, children have the opportunity to write in a variety of contexts and are confidently able to recognise features of different texts. At early level, the strong practice in emergent writing established within the nursery class and into P1 ensures that almost all children are able to write at least one or two sentences with a capital letter and full stop. At first level, most children can structure their writing using paragraphs and are using more complex and interesting vocabulary to enhance their writing. At second level, children have a good knowledge of punctuation features and apply this in their writing. Children are creating a range of short and extended texts for different purposes and are able to organise their writing using headings and subheadings effectively. The school has recently introduced a new programme for the teaching of writing, however, it was too soon to evidence the impact on attainment. Early signs would suggest that some children who previously found writing challenging are benefitting from completing planning and scaffolding activity before they begin their independent writing tasks. In contrast, a few children at second level feel that they do not require this level of support and it slows the pace of their writing down. The school should continue to evaluate the impact on learners and be flexible in implementation of the new programme to ensure the needs of all learners are met. The school should consider ways to ensure that reading, grammar and spelling are not taught in isolation from writing.

Talking and listening

- Across the school, most children listen respectfully to one another. At the early stages, children are able to re-tell a short story in the correct sequence using their own words and picture prompts. They are able to take turns and are developing their awareness of when to talk and when to listen. Across first and second level, children demonstrate respect for the views of others and almost all children communicate clearly with expression. Through literacy circle activities children are learning skills of perseverance and compromise when distilling ideas and coming to an agreement on summarising a text. Most children enjoy opportunities to engage in debates and use their skills of persuasion to express their views with confidence. Children now need more opportunities to develop their listening and talking skills in a more progressive way across the curriculum. Planning opportunities to assess the application of skills in a range of contexts, for example, through pupil committees, will provide more robust assessment information to support professional judgements.

Attainment in Numeracy and mathematics

- Overall children are making satisfactory progress in numeracy and mathematics.
- Learning experiences in numeracy and mathematics are currently reliant on published resources and are not consistently planning across a range of relevant and meaningful contexts. Too many children are not achieving their potential in numeracy and mathematics. Whilst almost all children successfully complete the tasks that they are set, the quality and level of challenge in these tasks is too inconsistent. This is limiting children's progress and attainment in numeracy and mathematics. In discussion with children in focus groups almost all indicated that they found numeracy easy in class.

Number, money and measure

- Across the school, a variety of approaches to support the development of mental mathematics is evident and most children are able to recall answers quickly and efficiently. At early level, most children can count confidently and are able to complete simple computations orally. By the end of first level, children are developing confidence in using their tables and by second level, children can quickly and confidently recall multiplication tables up to 12.
- Across all stages, children are developing their understanding of number and number processes. At early level, almost all children are able to recognise the sequence of numbers up to ten and can count on and add numbers within ten. At first level, children are able to round numbers to nearest ten and 100, identify fractions pictorially and understand the concept of the commutative law. At second level, children are able to round numbers to 100,000, partition numbers and identify their value and represent fractions as a decimal and a percentage. Children are able to identify a variety of strategies for solving numerical problems and are able to explain their thinking.
- At early level, children have the opportunity to engage in learning about money within the context of a shop outside the classroom. Children are able to identify and label coins accurately and can use a variety of coins to pay for amounts up to 10p with confidence. Children are able to add and subtract coins within 10p using concrete material and then to record this calculation as a sum.
- At second level, children are able to confidently convert a variety of measures with accuracy. They are able to explain a definition of 'scale', convert the size of drawings and relate this use to real-life contexts e.g. 3D printing, construction and architects' drawings.

Shape, position and movement

- Children across all stages, show a good understanding of 2D shapes and 3D objects. Children at the early level are able to name 2D shapes. By the end of second level, children can identify and classify a range of shapes, describe their properties and use the appropriate mathematical language in their descriptions.

Information Handling

- Most children are able to identify and discuss the different ways in which data is presented. Children at early level are able to collect, sort and make pictorial displays of real objects. Children across first and second levels are able to interpret data and draw conclusions from this data. They confidently use tally sheets, bar graphs and pie charts.

Overall quality of learners' achievements

- Children at Lenzie Meadow Primary School have a wide range of opportunities for wider achievement, both in and out-of-school. Their achievements are individually recorded and

celebrated in a variety of ways. All children are encouraged to participate in an activity. This helps to develop children's confidence and skills. The school should now support children to identify more explicitly, the skills which they are developing through participation in wider achievement opportunities and link this with their ongoing work on developing skills for learning, life and work. Through tracking the development of skills and using this information to inform planning, teachers will be better able to ensure that all children experience progression and coherence in their learning and achieve to their full potential.

Equity for all learners

- Teachers have a good awareness of the socio-economic and cultural context in which children and their families live. Senior leaders track children and can identify the targeted interventions that have been established in order to secure improvements. The school should now begin to compare the attainment of those in SIMD Deciles 1 and 2 to those in SIMD Deciles 9 and 10 with a rigorous focus on closing any attainment gap relating to socio-economic disadvantage. Staff should consider the ways in which they will continue to measure and improve attainment and ensure equity and excellence for all.

Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

Arrangements to support learners and their families

- Events and activities to support children at points of transition are well planned and involve parents appropriately. Parents' meetings, and workshops to raise their awareness of the curriculum, are well organised to address their questions and concerns. The school seeks parents' views, to evaluate the impact of these events, and takes account of any concerns to identify improvements. The school's arrangements take close account of children's mental, emotional, social and physical needs, for example, including reference to children's friendship groups or additional support needs when forming classes.
- The school's 'Growing Up' programme supports children's transition from pre-school to P1, through a four-week programme. Children working at the early level, benefit from a number of joint activities focused on health and wellbeing, including physical education and outdoor education. Staff offer a specific programme of support to meet children's emotional and social needs, for example, when their home circumstances are particularly challenging.
- Enhanced arrangements are carefully planned and delivered to address children's additional support needs on transition into P1, between the primary stages, and from P7 into S1. The school makes an appropriate, early start to planning transitions to ensure relevant additional steps are taken to support children at these, potentially unsettling, points in their schooling. The school makes effective use of former pupils' experiences and contributions to add currency and credibility to the information they provide for learners and their families. Staff should ensure that they involve partner agencies fully, when planning enhanced transition for any children with particularly challenging learning needs.

Collaborative planning and delivery

- Nursery children's parents' and carers' responses to the pre-inspection Education Scotland questionnaire convey a positive picture of how well the school works with them to support learning and transitions. Responses of parents of primary-aged children suggest scope for further improvements in how the school engages with them to support home-learning, including at points of transition.
- Partners' responses to the pre-inspection Education Scotland questionnaire indicate that they hold positive views of the school, and that their partnership works well. Partners believe that arrangements for communication, joint planning, collaborative delivery and evaluation are effective.
- The school works well with staff from Lenzie Academy, to offer a range of experiences which support children's move from P7 into S1. Specific activities begin in P6, building children's confidence and knowledge about their secondary school. Staff should continue to work closely with their secondary school colleagues, to ensure that transition activities recognise fully the growing maturity and capability of the children in P7, for example, to avoid learning experiences which offer too little demand or challenge.

Continuity and progression in learning

- In pastoral and organisational terms, children's transition into the new Lenzie Meadow Primary School in 2016, from the merger of Lenzie Primary and Lenzie Moss primary schools, has been very effectively managed. Guided well by the local authority, staff, parents and children from both schools were closely involved in preparations for the merger. These steps have been successful in supporting continuity in children's overall experiences, and in building a sense of common identity for the new school.
- Staff have established strong professional relationships and shared practices. The school recognises the need to build on these important achievements, relevant to children's transition, from nursery, through the primary stages, and into S1, to improve further the continuity and progression in the curriculum, learning, teaching and assessment.
- Primary and nursery staff share information at the point of children's transition into P1, to help promote continuity and progression. Staff at the primary stages compile useful profiles of each child's progress and attainment, to support transitions between stages. These sources of information form the basis of the transition discussions between staff. These discussions are increasingly working towards ensuring that children can effectively build on prior learning as they move on to the next stage.
- Staff use a range of personal approaches to gathering and recording information about children, which is then entered in a consistent form into the school's information management database. As staff develop further their skills in assessing children's progress, it will be important that children's attainments in all areas of the curriculum are included in the information which staff enter into the database and share at points of transition.
- Overall, greater continuity and progression in learning across all curriculum areas and at all stages of learning is required. A lot of work has gone into the school merger and staff are in a good position now to work collaboratively to develop a shared understanding of progress that children are making. Making good use of tracking and monitoring, and having progressive learning pathways in place will support children to build their knowledge, skills and attributes and maintain an appropriate pace of progress.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.