

Summarised inspection findings

Eastfield Primary School and Nursery Class

North Lanarkshire Council

8 September 2020

Key contextual information

Eastfield Primary School is a non-denominational school in the area of Cumbernauld. Currently, the school has a roll of 343 children arranged across 13 classes. The school also has a nursery class offering morning and afternoon sessions for children aged three to those not yet attending school.

Over the last two years, the school has experienced significant instability in staffing, particularly at senior leadership level.

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 experience a very positive and caring ethos at Eastfield Primary School. Children and staff are proud of their school. Almost all are polite, well behaved and interact respectfully with one another and with staff. Children arrive at school motivated and eager to learn. Children's rights permeate most aspects of school life and almost all are aware of these. Staff's recent focus on developing approaches to nurture is supporting children well to develop their resilience and self-esteem. There are positive early signs of these helping individuals to access the curriculum more effectively. Staff know children and their families well. They are aware of the barriers that a few children may face and are proactive in supporting them sensitively to meet their needs.
- The recent development of the learning environment provides a wider range of stimulating spaces for children to learn such as the cooking kitchen, computer suite and sensory rooms. Teachers create attractive displays which promote children's learning and achievements within and beyond the school. There are effective systems in place to celebrate children's success.
- Most children's views are sought, valued and acted upon through the recently refreshed 'Making a Difference' groups. Building on this positive start, teachers should continue to use 'How good is OUR school?' to help children articulate their views. They should also increase children's involvement in affecting change within their school.
- The headteacher has introduced a clear learning and teaching policy. This is leading to greater consistency in teaching approaches across the school. Most children engage appropriately and are motivated in their learning. Most talk with increasing confidence about the skills they are developing for learning, life and work. Most children work confidently with their peers in pairs and in small groups. Moving forward, teachers now need to ensure that children take more of a lead in their learning. They should ensure children think creatively and solve problems when learning.

- At the start of a lesson, almost all teachers share the purpose of learning clearly. In a few lessons, children are actively involved in identifying effectively how they will be successful in their learning. However, in a majority of lessons, children focus too much on the task being completed. Teachers need to ensure all children understand how to be successful with a clear focus on the skills they are developing. This should support children to understand themselves better as learners. Overall, the quality of teachers' questioning is effective. As planned, teachers should continue to develop approaches to support children's higher-order thinking skills.
- Children set targets in literacy each term. Teachers need to ensure these targets are more meaningful and relevant to individual children's learning. Children should set targets across a broader range of curricular areas. This should help them to understand themselves better as learners.
- Across the school, most children find the work they do in class enjoyable and the majority find it suitably challenging. Children need more planned opportunities to apply their learning in new and unfamiliar contexts. Teachers should continue to develop their understanding of differentiation to ensure they meet the needs of all learners.
- In most lessons, teachers make appropriate use of a range of digital technologies to support children's access to the curriculum and enrich tasks and activities. For example, children use tablets to record activities within the class to support peer and self-assessment. They also use digital class libraries using matrix barcodes appropriately to access audio books and an online numeracy resource.
- Assessment is an integral part of planning. Most teachers use formative assessment strategies, including peer and self-assessment and verbal and written feedback. This is particularly evident in literacy. In most classes, teachers provide helpful feedback which supports children to identify clearly their next steps in their learning. Teachers recognise the need to extend their use of the National Benchmarks to support assessment and moderation of standards across curricular areas.
- All teachers are engaging well in moderation with colleagues across the cluster with a focus on writing. This is beginning to improve their understanding of children's progress within and across a level. Teachers need to participate in a range of moderation activities across all curricular areas. This should support them further to make increasingly accurate and robust professional judgements about children's progress and next steps in their learning.
- The headteacher and teachers have reviewed recently their approaches to planning. This has led to a more streamlined approach which is used consistently throughout the school. Teachers plan learning well using the experiences and outcomes of Curriculum for Excellence. They create annual overviews to ensure children experience a breadth of learning across all curricular areas. Most teachers ask what children already know and what they would like to learn in interdisciplinary learning contexts. Teachers should develop further approaches to involving children in planning and leading their learning across all curricular areas.
- Teachers work very effectively with a range of partners to plan learning. This impacts positively on children's experiences particularly in physical education, health and wellbeing and science.

- The headteacher has introduced termly 'Pupil Progress and Impact Conferences' to assist teachers to plan effectively for progression across a level. These meetings support teachers effectively to engage in robust professional dialogue on what is working well, current challenges, equity for all learners and next steps in learning. Teachers make increasingly better use of data and intelligence from assessments at these meetings. This helps teachers to monitor and track effectively children's progress in literacy, numeracy and health and wellbeing.
- The headteacher discusses tracking and assessment information regularly with the leadership team and teachers. These discussions include predictions for individual and group attainment in literacy and numeracy. The leadership team plan and implement appropriate support and interventions to address any concerns regarding children's progress. As planned, senior leaders should continue to support teachers to make increasing use of tracking information to plan for groups and individuals.

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

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. Across the school, most children attain expected levels for listening and talking, reading, writing and numeracy and mathematics. A few children are exceeding expected levels in reading, writing and numeracy. The majority of children with additional support needs are making good progress. Overall, a significant number of children could be achieving more.

Literacy and English

- Across the school, most children are making good progress in reading, writing and listening and talking. A few are making very good progress in reading and writing.

Listening and talking

- At all stages, most children speak confidently and articulately. When working in pairs and groups, they are respectful of each other's contributions and respond appropriately. At early level, most children explain their ideas for solving a problem clearly. They express their opinion about their favourite fairy tale with confidence. At first level, most children show their understanding of what they have listened to by asking and answering questions appropriately. At second level, most children make notes while watching a film and use these to create a new text using their own words. All children should continue to develop their presentation skills when addressing an audience.

Reading

- Children develop key reading skills and strategies well as they move through the school. At early level, most children use their knowledge of sounds, letters and patterns to read words. They hear and blend sounds made by letters. At first level, almost all children show their understanding of text by asking and answering different kinds of questions. At second level, most children read with fluency, using appropriate pace and tone. They extract key information from a range of sources, including eyewitness accounts, fiction and non-fiction texts and online materials. Teachers should continue to seek the views of children to increase levels of motivation and challenge.

Writing

- Across the school, children write well for a variety of purposes. They have a clear understanding of the key features of different types of writing and apply these to create their own texts well. Children are engaged and motivated when teachers link writing to learning in other areas of the curriculum. Overall, the presentation of children's written work across all curriculum areas is good. At early level, most children are beginning to write independently to share their experiences and ideas. A minority of children require to develop correct letter formation. At first and second levels, children use persuasive language effectively to state their

point of view. Children's freedom to write is limited at times due to the significant use of writing templates.

Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is good. Most children are making good progress. Across the school, children need to apply their skills and learning in new and unfamiliar contexts.

Number, money and measure

- At early level, most children order numbers forwards and backwards within 0-20. Most add within 20p using 1p, 2p 5p and 10p coins. Children are less confident to subtract within 10. At first level, most children round numbers to the nearest 10 and 100. Most are confident using the two, three, five and 10 times table to perform mental calculations. At second level, most children use the correct unit of measure. Most estimate length and measure accurately using a ruler. Most children use a variety of strategies and discuss their choices, to solve a range of mental agility questions accurately. Children are not yet confident making links between fractions, decimals and percentages.

Shape, position and movement

- At early level, almost all children sort and identify two-dimensional shapes and use these to create images. At first level, most children identify examples of tiling confidently and use two-dimensional shapes to create tiling pictures. At second level, most children describe shapes accurately using specific vocabulary including regular, irregular, diagonal, radius, diameter and circumference. Children are not yet able to make links between the eight compass points and angles to describe, follow and record directions.

Information handling

- At early level, most children collect and organise information to create a simple bar chart. At first level, almost all children interpret information displayed in tables and answer questions well relating to information they have gathered. Children create accurately labelled bar graphs, using information that they have collated through the use of tally marks. At second level, most children use digital technologies to create tables and charts to display information well. Most children explain when they would use a bar chart, pie chart or Venn diagram.

Attainment over time

- Attainment data provided by the school shows sustained, high levels of attainment across reading, writing, listening and talking and numeracy over time. However, the school recognises this has not always been accurate. Refinements to the school's tracking system this session are beginning to support teachers to reflect more accurately on children's progress. Regular 'Pupil Progress and Impact Conferences' enable senior leaders and teachers to review children's progress on an ongoing basis. Senior leaders should continue to support teachers to identify accurately achievement of a level to ensure overall attainment data is more robust.

Overall quality of learners' achievement

- Children's achievements, including those from outwith school, are recognised, valued and celebrated. Staff use weekly assemblies, school displays and social media to share these achievements with the school community. All children contribute to the life of the school through their involvement in a 'Making a Difference' group. These groups support children well to take responsibility for an aspect of school life and develop enterprising attitudes.
- The provision of a wide range of extra-curricular activities, and the opportunities these provide for children to achieve, is a key strength of the school. High quality partnership working

supports children to achieve well in sporting activities. As a result, there has been a significant increase in children's participation in sporting activities over the past few years.

- Senior leaders track children's involvement in wider achievement activities. As planned, they should now measure the impact of wider achievement on children's engagement and attainment.

Equity for all learners

- Robust tracking systems ensure staff monitor closely the progress of identified individuals and groups of children. This includes those who have additional support needs, or face barriers to learning due to their socio-economic background. A range of effective interventions, including strong partnership working, support children to achieve and make appropriate progress in their learning. The Pupil Equity Fund is used to enhance staffing. Additional staff provide effective targeted interventions which have a positive impact on literacy, numeracy and health and wellbeing for identified children.

Other relevant evidence

- The school has experienced ongoing staffing issues, including within the leadership team. Two acting principal teachers currently cover the vacant depute headteacher post. Moving forward it will be important to ensure the depute headteacher and acting principal teachers have clear strategic remits. This should include appropriate leadership and management responsibilities across the school and nursery class to improve communication, particularly with parents when concerns are raised. This should support the headteacher to continue to lead and manage change effectively within the school and nursery.

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.