

Summarised inspection findings

Hareleeshill Primary School and Nursery Class

South Lanarkshire Council

25 August 2020

Key contextual information

Hareleeshill Primary School is situated in Larkhall. At the time of the inspection, the school roll was 154 in the mainstream classes and 40 in the local authority additional support needs (ASN) provision. Children are taught in seven classes in the mainstream and six classes in the ASN provision. The majority of children reside at addresses in SIMD deciles one and two.

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

- Senior leaders and staff very successfully create a learning environment where almost all children feel safe and supported. There is a calm and nurturing ethos across the school. Children are proud of their school and exemplify the school values of trust, fun, respect, safe and fairness. All staff are very responsive to the individual wellbeing needs of the children. All staff share high aspirations for children's behaviour and learning. There are mutually positive relationships across the school.
- Most children are engaged in their learning. In the majority of lessons, teachers use a variety of approaches to ensure experiences are well matched to the needs and interests of all children. Children work well independently and in pairs and groups. They would benefit from further opportunities for cooperative learning. They need to ensure appropriate pace and challenge of learning to meet the needs of all learners.
- Children in P6 and P7 plan opportunities to lead learning in a variety of lunch clubs. They have consulted children at other stages to establish what skills they would like to develop and are tailoring the clubs appropriately. Teachers should continue to develop approaches further for all children to have opportunities to lead learning.
- Most teachers use digital technology well to enhance teaching. In a few classes, children use digital technology effectively to support their learning. Children would benefit from developing further their skills in the use of digital technology across the curriculum. Teachers are continuing to develop their use of the outdoors as a context for learning. Teachers should continue to develop further learning opportunities and activities through real-life experiences and outdoor learning.
- All teachers share the purpose of learning with children. Most teachers give clear explanations and instructions and, as a result, most children approach learning experiences with confidence. More than a few teachers make effective use of questioning techniques to develop higher-order thinking skills. Across the school, teachers should continue to develop their questioning skills to deepen and extend children's learning.
- Almost all children use success criteria well to judge success in their learning. In a few classes, children co-create how they will be successful in their learning effectively. Teachers should

help all children to develop this skill by sharing practice across the school. All children discuss their learning on a regular basis with their class teacher. They use meaningful feedback to identify and set targets for their learning. Teachers should continue to develop further the use of feedback across the school.

- Teachers use a variety of assessments well to help inform children, staff and parents about children's progress and attainment. They use summative assessments effectively to inform children's progress and next steps in learning. Where formative assessment approaches are most effective, children understand their strengths and clearly identify next steps for their learning. Senior leaders and teachers need to apply this effective practice more consistently across the school.
- Teachers and senior leaders meet regularly to monitor assessment data related to children's progress and attainment. Data extracted from a bespoke tracking and monitoring system is used well to support and challenge staff in relation to children's progress. As a result, teachers' professional judgements are reliable for children's achievement of a Curriculum for Excellence (CfE) level in literacy and numeracy.
- Arrangements for moderation of learning, teaching and assessment are planned in school and across the cluster, local authority and regional improvement collaborative. Senior leaders should continue to engage with the National Benchmarks and Scottish National Standardised Assessments. They should now extend this work further to support the sharing of standards. This will support an increased understanding of the breadth of knowledge, understanding and skills required across the experiences and outcomes for the level. This should support further improvements in the robustness of teacher professional judgement.
- Staff make appropriate use of long, medium and short-term approaches to planning learning. There are clear plans for children who require additional support with their learning. Senior leaders have developed helpful progression pathways for literacy and numeracy. These are supporting staff effectively in providing appropriate progression for all children. Senior leaders, as planned, should continue to develop clear progression pathways across all areas of the curriculum.
- Children would benefit from being involved more in the planning stage of learning and teaching. Senior leaders need to revise planning materials to include an increased focus on skills progression. This will help children to develop skills progressively across the CfE levels.

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 attainment in literacy and numeracy

- The overall quality of children's attainment in literacy and English language and numeracy and mathematics is good.
- Data provided by the school from session 2018/19 shows reliably that in the mainstream classes, the majority of children in P1 and most children in P4 and P7 achieved the appropriate CfE level in reading. The majority of children in P1, P4 and P7 achieved the appropriate CfE level in writing and almost all achieved this in listening and talking. Most children in P1 and P7 achieved the appropriate CfE level in numeracy. The majority of children in P4 achieved first CfE level in numeracy.

Literacy and English

- Overall, attainment in literacy is good. Most children are making good progress in all aspects of literacy.

Listening and talking

- Across the school, most children communicate clearly and audibly. At early level, the majority answer questions about a text to show understanding and make simple predictions. They should continue to focus on developing turn taking when working with others. At first level, most children use eye contact, body language and vocabulary well when engaging with others. They need to be more aware of taking turns and contributing at the appropriate time when engaging with others. At second level, most children build on the contributions of others and offer their own viewpoint. They contribute a number of relevant ideas and opinions when engaging with others.

Reading

- Almost all children enjoy opportunities to select and read a variety of texts for enjoyment at their own level. At early level, the majority of children are beginning to use knowledge of sounds and letters to read simple words. They can answer questions to predict what will happen next in a text. At first level, the majority of children read aloud a familiar piece of text with expression and demonstrate understanding. They explain well how they select texts for enjoyment using author and blurb. They need to develop their understanding of the variety of features of non-fiction texts. At second level, most children respond well to a range of literal, inferential and evaluative questions about their chosen text. They use knowledge of context clues and grammar to understand texts as they read. Almost all children read aloud fluently, but need to read with greater expression.

Writing

- At early level, most children form most lowercase letters legibly. They use a pencil with increasing control and confidence. They are developing their understanding of character, setting and sequence when retelling a story verbally. They need to be supported to develop their writing skills in a greater variety of play, imaginative and real life contexts. At first level, the majority of children write a variety of texts well. They use language effectively to share their opinions or persuade the reader. A next step for them is to develop the skill of note making to help create new texts. At second level, the majority of children present relevant ideas and information to convey their viewpoint. They use appropriate language well to attempt to persuade the reader. At second level, most children need to develop writing of a greater variety of genres.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Senior leaders need to continue to review the balance of the curriculum, to ensure proportionate coverage of shape, position and movement, and information handling. This will help avoid an over-emphasis on aspects of number.
- Almost all teachers have engaged with career-long professional learning activities in numeracy. These activities focus upon deepening staff understanding of approaches to teaching numeracy. These approaches contribute to improvements in attainment. Teachers are developing well children's confidence and communication skills in numeracy lessons. They also provide important opportunities for children to share and discuss their strategies for solving problems with their teacher and peers.

Number, money and measure

- Across the school, most children read, write and order numbers with accuracy. At early level, most children are becoming increasingly confident with a range of number concepts to 10 and 20. At first level, most children continue number patterns forwards and backwards. Most children solve simple addition and subtraction problems confidently and efficiently. Children are less confident in using mathematical vocabulary, such as estimation and language associated with fractions. At second level, most children understand place value well and clearly explain their strategies when solving problems. They are also confident in multiplying whole numbers by two digit numbers and dividing decimal numbers by 10, 100 and 1000. Children require to develop further their knowledge of equivalence between fractions, decimals and percentages.

Shape, position and movement

- At early level, most children recognise common two-dimensional shapes and three-dimensional objects. At first level, most children identify and use appropriate vocabulary to describe features of two-dimensional shapes and three-dimensional objects. Their understanding of directional vocabulary and angles is less well-developed. At second level, the majority of children have a good understanding of two-dimensional shapes and three-dimensional objects, and show confidence in using a range of vocabulary to describe them. A few children use the vocabulary associated with circles confidently and describe circle properties, such as radius, diameter and circumference. Teachers need to develop further opportunities for children to explore and understand shape, position and movement concepts at all levels. This should include developing further opportunities to use digital technology to enhance the teaching of these concepts.

Information Handling

- At early level, children apply counting skills to ask and answer questions and make relevant choices and decisions based on the data. At first and second levels, most children gather information confidently and present it in a variety of forms. They extract and analyse

information well. There are a few examples of children using their information handling skills in other areas of the curriculum. For example, children use Venn diagrams well to organise data in unfamiliar contexts. Teachers need to provide regular opportunities for all children to practise their information handling skills using real-life contexts where appropriate.

Attainment over time

- Most children are making good progress from prior levels of attainment. The school has successfully raised attainment from 2017-18 to 2018-19 at P1 in reading, writing and numeracy. From 2017-18 to 2018-19 at P7, attainment has increased in reading, listening and talking and numeracy. Robust approaches to tracking and monitoring, along with regular professional dialogue meetings, have supported teachers well in making reliable professional judgements. Senior leaders have correctly identified the need to address a drop in attainment at first level.

Overall quality of learners' achievements

- Children have a broad range of opportunities to achieve success, including out-of-class activities. These include a range of leadership groups and ongoing work with partners, through clubs, activities and school trips. Children in the upper stages of primary develop leadership and communication skills through roles such as house captains, junior road safety officers and newspaper club. A few children at all stages are involved in pupil voice groups, such as the pupil council, the health and wellbeing committee and as learning ambassadors. This is supporting them in developing listening, communication and teamwork skills. The 'School of Football' is helping a few targeted children develop communication and teamwork skills. It is also supporting engagement and positive behaviour in school.
- Children's achievements are displayed on notice boards throughout the school. Success, both from within and outwith school, is celebrated through assemblies and social media. Teachers track and monitor children's participation in activities well. The school gained a 'sportsotland' gold award last year for increased participation in sports.
- Children in P5 to P7 are developing an awareness of skills required for various careers through a skills for work programme. In addition, P7 are developing employability skills through a work experience programme with a local nursery. Almost all P7 are also participating in the Dynamic Youth Award. Teachers should continue to help children's understanding of the different skills they are developing through these opportunities and wider achievements. This will allow children to reflect more fully on the range of skills they are acquiring.

Equity for all learners

- The school has very well developed approaches to ensuring equity for all learners. The headteacher, supported very well by her staff, are relentless in their approach to ensure equity, improve attainment and support families in the school community. They know the children and their families very well. As a staff, they have successfully improved attendance, reduced exclusion and reduced the cost of the school day.
- Senior leaders use the Pupil Equity Fund and additional resources from the Scottish Attainment Challenge effectively to introduce a range of well-planned interventions. These include providing additional staffing, staff training and new resources to support improvements in literacy, numeracy and health and wellbeing. They have been particularly successful in supporting families to ensure children's readiness to learn.

Contributes to school evaluations

Hareleeshill Primary School hosts a local authority ASN provision. At the time of inspection, 40 children attend the provision, ranging from P1 to P7. Almost all children are transported into school using buses and taxis. Children have a very broad range of additional support needs.

QI 2.3 Learning, teaching and assessment

- An important strength of the ASN provision is the caring, supportive and child-centred approaches to learning and teaching. All teachers and support staff work very well to create a school day that supports children to feel safe and comfortable. All classrooms are well organised, resourced and promote positive learning opportunities. As a result, most children participate with planned and supported learning experiences, with a few children working independently for short periods.
- In most classes, children are motivated and engaged with learning activities. All staff work hard to prepare children for their learning using a range of teaching approaches. They provide and prepare learning contexts that are motivating and supportive of most children's needs. Almost all staff use a range of teaching approaches to promote positive participation with learning. However, in a minority of classes, teachers should actively make improvements to ensure that planning and activities engage all children in their learning. Most take good account of individual needs and interests of children. Most staff offer children stimulating learning experiences that are suitably challenging, taking account of prior learning.
- All staff understand and know well the needs of the children attending the ASN provision. They use targeted and individualised approaches to design the learning for all children. Staff successfully reduce barriers to learning for the majority of children and set personalised weekly targets for all. All children have additional support plans (ASPs) that contain annual, long-term targets and termly targets that are reviewed regularly.
- Children benefit from using digital technology, visual prompts and signing to support their communication. Digital technology is a positive feature of almost all classes. Most teachers use this successfully to enhance learning and teaching and support learners to evidence their learning. In addition, teachers use technology well to reduce communication barriers and reflect better children's prior learning and successes in learning.
- Most teachers use formative assessment approaches well to plan future learning. Additionally, they use standardised and diagnostic assessments to check periodically children's progress over time. This, combined with regular target setting through personalised planning and ASPs, provides teachers with accurate information on children's progress in literacy, numeracy and health and wellbeing. In most classes, staff use a range of assessment approaches to provide reliable professional judgements of children's progress across their learning. They ensure tasks and activities are suitably challenging for most children. Teachers should continue to develop the use of a range of assessment approaches. More structured and robust moderation activities, both within the school and with other similar enhanced provisions, will continue to develop teachers' confidence in making professional judgements.

QI 3.2 Raising attainment and achievement

- Overall, children are making good progress from their prior levels of attainment, taking into account their additional support for learning needs. Most are making good progress with their individual targets for listening and talking, and reading. The majority are making good progress with individual targets for writing and numeracy.

Literacy and English

- Almost all children in P1 to P4 are working within CfE early level, with a few children achieving early level. A few children are not yet able to achieve the expectations defined within CfE. However, staff measure children's progression using 'milestones' in literacy and English. In P5 to P7, a few children have achieved early level, a majority of children have achieved first level and a few have achieved second level.
- Most children are confident in communicating with each other and with staff in order to convey their needs. A few children demonstrate effective talking and listening skills through participation in school activities, such as, school clubs, pupil council and other well-planned activities. Most children across the early and middle stages of the school are growing in confidence in developing skills for reading. With support, they enjoy engaging and interacting with a variety of texts and develop their awareness of letters, sounds and common words. In the upper stages of primary, the majority of children are extending their vocabulary of unfamiliar contexts. Notably, a minority of children can create and record imaginative stories very well using digital media. This creative approach has removed barriers to communicating their ideas. They are proud of their stories and are excited to share them. The use of digital media allows the children to return to their story and quickly see it as a moving image.

Numeracy and mathematics

- Across all stages, most children are making good progress in numeracy and mathematics. The majority are working towards early or first level, and a few are working at pre-early level. A few children are making very good progress, working towards second level and into third level learning. Children are applying their skills through problem solving challenges related to real-life activities, and are learning to talk about the strategies they use. Overall, children need more practice in developing and applying their information handling skills.
- At pre-early level, children enjoy learning about number through songs and rhymes, and can use simple counting to identify the number of objects. They can sort items by size and length, and match objects to symbols. At early level, children can recognise numbers up to 20 and carry out simple addition. They can identify coins up to £1 and are developing an understanding of 'o'clock' on a clock face. Children working at first level can order numbers backwards from 30, and are learning how to convert pence into pounds. At second level, children are able to calculate percentages of a quantity, and demonstrate the ability to collect and display data about litter in bar graphs.

Overall quality of learners' achievement

- Children are developing a range of skills through participating in a wide range of clubs and activities, across the school and community. Children represent the ASN classes on all of the school's committees, including the pupil council and the eco committee. This is developing their understanding of citizenship and children's rights. Most children attend one of the many school clubs on offer which develops their confidence and ability to work with others. A few targeted children are part of the 'School of Football' and develop physical skills and fitness. P7 children learn about the world of work through experience at a local nursery. Overall, children need to have a greater awareness of the skills they are developing through their achievements, and how this relates to the world of work. Teachers should continue to develop accreditation for children's achievements.

Equity for all learners

- All staff in the ASN classes know the children and their personal circumstances very well. They work effectively as a team to ensure that no child misses out, despite the challenges they may face. As a result, children's attendance is very good, and they are making good progress in their learning.

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.