

Focused Review Summary - Primary

Establishment	Cluster
Cockenzie Primary School and Nursery Class	Prestonpans
HGIOS 4 Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
<p>How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?</p> <p>How effective are the school's approaches to planning for continuous improvement?</p> <p>How does the school ensure a continued focus on improvements in outcomes for learners?</p> <p>To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?</p>	<p>The Senior Leadership Team have a clear vision for the strategic direction of the school and this is articulated through the vision, values and aims. All staff and children understand the values and these are evident in daily activities as well as approaches to learning and behaviour. Children co-created the character values of curiosity, positivity and successful. Through a whole school focus on bullying a fourth core value was added, that of respectful. Parents have a good understanding of what is going on in the school and how this links to the school's vision and values.</p> <p>The new head teacher took up her post in October 2019. Her presence in the playground and approachable manner is noted by parents and grandparents. Parents are keen to develop the outdoor play area especially the P1/2 zone. This is already a priority for the new head teacher.</p> <p>A Parent Link representative says that the head teacher's approach to play, more exercise and developing the outdoor learning environment is welcomed by the group. Permeating themes of communication, sustainability and the playground are being tackled one by one by the new head teacher.</p> <p>The Senior Leadership Team have clear remits and work collegiately in their approaches to improvement. This collective responsibility includes teaching staff who are all part of working parties as a result of PRDs (Professional Review and Development) to develop areas of the school improvement plan. Teacher's feedback is strongly focussed on their practitioner led enquiries that drive change across the school. This strong sense of devolved leadership could be further developed by their involvement in whole school evaluation for school improvement.</p> <p>Some teachers and promoted post members are further developing their leadership through SCEL(Scottish College of Educational Leadership), 'Into Headship', QAMSO(Quality Assurance and Moderation Support Officer), Newly Qualified Teacher mentoring, facilitating Building Middle Leadership and a critical enquiry into Digital Literacy. A whole staff professional enquiry into Paul Dix now ensures shared approaches and practice. The implementation of 'Zones of Regulation' is making a visible impact in classes throughout the school.</p> <p>Teachers recognise their heightened awareness to poverty and the effects on learning in and out of the school since the inception of a poverty champion within the staff.</p>

	<p>Support staff are involved in nurture groups and lead on a variety of groups across the school with a strong focus on support.</p> <p>PALs (Pupils as Leaders) is a key approach to develop learners understanding of the school improvement aims. Vertical groups of children from Primary 1-7 ensure all learners are directly involved in the improvement process. A pupil friendly SIP is a core feature of this engagement. Other pupil leadership opportunities include enterprising events, a buddy system and the Pupil Steering Group.</p> <p>Primary 6 SEE (Student Evaluation of Experience) survey for 18-19 results reflect the positive, successful, caring ethos in the school. All respondents agreed that they were successful learners and that they knew that people cared for them at the school.</p> <p>Staff, families and children view the school as a central part of the local community. They are proud of the way that local events influence learning opportunities in the school. The community have contributed to Family Homework as a means of engaging change via the community.</p>
<p>1.5 Management of resources to promote equity</p>	<p>Theme 1- Management of finance for learning</p>
<p>What procedures do we employ to ensure transparency and equity in the use of financial resources?</p> <p>How effective are systems for managing shared budgets to ensure a clear focus on promoting equity?</p> <p>How effectively does the school use resources to meet the learning needs of all and ensure equity?</p> <p>To what extent do approaches to resource acquisition and allocation improve outcomes for all learners?</p> <p>How effectively does the school monitor the use and impact of available resources on learning and teaching?</p>	<p>Cockenzie Primary School has 16% children in SIMD (Scottish Index of Multiple Deprivation) bands 1-3, 31.9% are in SIMD 9 with the rest of the children spread across SIMD 4 to 8. The Free School Meal (FSM) entitlement is 12.3%.</p> <p>The school was allocated £34,800 in Pupil Equity Fund (PEF) in 2019/20. The funding has been allocated to establishing a nurture provision within the school setting and to working in partnership with Speech and Language to enhance communication skills across the school. The school has considered sustainability of its approaches through using the partnership with speech and language to support professional learning and to build capacity in staff in order to develop communication skills in the longer term.</p> <p>The school plans to establish a more rigorous approach to performance information and data analysis using a wider range of evidence including SIMD data and FME data. Going forward, this more rigorous approach should inform the identification of needs across the school and the planning for PEF. This will ensure appropriate interventions are in place to target those children requiring additional support and address the poverty related attainment gap.</p>
<p>HGIOS 4 Learning Provision</p>	

<p>2.2 Curriculum</p>	<p>Theme 1 - Rationale and design</p>
<p>To what extent does the school's curriculum promote equity and raise attainment for all children and young people?</p> <p>To what extent does the school take account of all the factors that make it unique?</p>	<p>During the review, the team observed learning and teaching in range of classes, with a focus on quality and consistency of children's learning experiences, the use of differentiation and digital technologies to support learning, and the uniqueness and flexibility of the curriculum to enable equity of opportunity to all learners. A sample of teacher forward plans was viewed, alongside the views and opinions of senior leaders, class teachers, children and parents as additional evidence sources.</p> <p>There is evidence that learners engage well with their learning as a result of the school's values – Curious, Positive and Successful – being at the centre of children's experiences and opportunities. Children are confident in discussing the values and what this means to them as a learner. Other universal approaches such as visual timetables and 'Zones of Regulation' are used within the classroom setting to ensure that curriculum opportunities are grounded in the school's commitment to securing children's rights and wellbeing.</p> <p>School values are regularly used to celebrate children's achievements at school assemblies, and to recognise those children who have gone above and beyond. The working group of teachers leading on health and wellbeing were observed leading a school assembly on GIRFEC, and linking the wellbeing indicators to the school values to help children understand the relevance of these to their everyday lives.</p> <p>Some children can describe how they are involved in the planning of their learning through the use of curiosity boxes, which provided an opportunity for them to shape and influence the direction of their learning. There is evidence of a growing influence of pupil voice in shaping the vision and values of the school. The evaluation tool "HGIOURS" was used with children to develop work on relationships and anti-bullying. From this piece of self-evaluation, the fourth value of 'Respect' was identified by children as having a major influence on their life and school experiences. As a result of this, there is now a clear focus on embedding 'Respect' across the four contexts for learning.</p> <p>Regular celebration of pupils' achievement is identified through the lens of the school's values. This approach is also reflected in the recording of children's achievements in their individual learning logs by children, parents and school staff. Parents report that the school values often influence and shape the family life of children at home.</p> <p>In recent years, the school has evaluated, redesigned and implemented improvements to the curriculum experiences and opportunities offered to children. This curriculum development work engaged stakeholders, encouraging them to collaboratively identify the areas for improvement and the associated professional training required to embed these improvements. The school was able to evidence approaches to this in</p>

	<p>examples such as 'Action Teams', 'Family Homework' and 'Pupils as Leaders' (PALs) where children were involved in identifying and developing improvements contained within School Improvement Plans.</p> <p>There is scope for these approaches to be developed further to inform future curriculum development work, and to ensure that the curriculum continues to provide learning opportunities in the local community and reflects the uniqueness of the school's context.</p> <p>Recent curriculum improvements have been based upon research and professional reading to identify purposeful improvement priorities. There are curriculum guides for Writing, Spelling, Grammar and Punctuation, giving detailed information to teachers in terms of progressive curriculum content, methodology, resourcing, homework expectations and additional support for children.</p> <p>The development of the school's Social Subjects and Science curriculum involved families in identifying what the key focuses of learning through different contexts might be e.g. exploring the local area through historic, geographical contexts and linking these to current and future community needs. These curriculum developments were evaluated against the East Lothian Frameworks by teaching staff to ensure the school's curriculum structure reflected expectations contained within these documents. These approaches, reflect the school's recognition that there is scope to provide more opportunities for Outdoor Learning and the development of a skills progression to underpin approaches to learning outdoors for all children.</p> <p>There are strategic curriculum overviews, supported by the East Lothian Frameworks, which give direction and expectation regarding stage appropriate content for learners. Teachers have developed their approaches to designing learning through a context approach to ensure the relevance of learning to pupil interests and experiences, whilst providing opportunities for real life application of learning. During the review week, the Primary 6 Burns Supper involved the wider community, and evidenced well-planned learning opportunities. These linked learning across the curriculum and incorporated cross cutting themes of enterprise and creativity, through an interdisciplinary learning model, and linked well to the ethos and life of the school. The school could consider how a skills progression for Learning, Life and Work would provide a structure to track children's progress through the four contexts of learning.</p> <p>Overall, teachers across the school are becoming more confident in the contextual approach to planning and delivering children's learning. Senior leaders feel that this is leading to learning becoming increasingly more creative, as learning has become more specific to learners' abilities, interests and needs, whilst involving children more in the planning of their learning.</p> <p>There is evidence to suggest that collegiate planning and moderation of learning is beginning to ensure curriculum effectiveness in line with the</p>
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	<p>curriculum design principles. On-going opportunities for teachers to collaboratively moderate planning, learning and assessment in stages and levels will ensure the further development of professional knowledge and understanding in relation to the curriculum design principles and expected standards.</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Theme 1 – Learning and engagement Theme 2 – Quality of teaching Theme 3 – Effective use of assessment</p>
<p>How well are we enabling learners to become independent learners and develop the four capacities?</p> <p>How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?</p> <p>How well do we communicate the purpose of learning and give effective explanations for all learners?</p> <p>How well do our questioning strategies enhance learners' experience and enable higher order thinking?</p> <p>Is there clear evidence of languages other than English being in use around the school? Is French planned as part of weekly learning and can be heard in all classrooms as part of daily routines and classroom interactions? Are additional languages being introduced or being planned for?</p>	<p>The review team sampled 22 instances of learning across classes from Primary 1 to Primary 7 with a particular focus on literacy and numeracy, but also incorporating lessons covering other curricular areas. Across the school, there is a calmness and purpose within classrooms, leading to most children engaging well with planned learning. There is a strong sense of the shared values of Curious, Positive, Successful and Respectful underpinning a nurturing classroom culture and ethos across the school. Most children are able to talk with confidence about the shared values and the impact of these upon their learning. This is also reflected in the positive behaviours of children towards each other and teaching staff, leading to a caring and nurturing culture at the heart of the school.</p> <p>In lessons, most children are enthusiastic, engaged and motivated in their learning. Children approach their learning with calmness and purpose, and there are examples of children collaborating well with each other in paired and group based learning activities. There is scope to further develop Cooperative Learning approaches in some classes to ensure interdependence leads to shared pupil responsibilities towards a common goal or outcome. This will also contribute to further development of children as leaders of their own learning and further embed the shared values in day to day practices.</p> <p>Across the curriculum there is evidence of collaborative approaches to planning, learning, teaching and assessment across the school. Learning is planned at different levels, and this ensures equitable opportunities for breadth, depth and application of children's learning. Teachers' long term plans identify key aspects of learning in literacy and numeracy on a term by term basis, and link this to a contextual focus of science or social subjects to ensure breadth and depth across the year and within the Curriculum for Excellence level. Learning links to the design principles of the curriculum and the ethos and life of the school are also identified. The termly picture for children's learning is shared with parents through a Termly Highlights document, which also encourages parents to reflect on how they might be able to contribute to their child's learning.</p> <p>Teachers use the East Lothian Frameworks to plan learning each term and ensure consistency of expectation at each stage and across Curriculum for Excellence levels. Teacher plans show an awareness of planning assessment to ensure equity of opportunity for learners and to reflect their approaches to learning. These are planned on a 'Say, Write, Make, Do' basis and are linked to identified knowledge and skills.</p>

	<p>Quadrants are used by teachers to track pupils' rate of progress at regular intervals, and to evaluate the impact of planned interventions. Where concerns about a child's progress arise, there is evidence of planned interventions being implemented and progress being monitored.</p> <p>There is evidence of the use of standardised and summative assessment approaches and this provides some information that can be used to track pupil progress over time.</p> <p>Consistent use of formative assessment methodology, across all classes, will continue to support the development of assessment approaches and provide opportunity for improvements in children's engagement and ongoing feedback to teachers and children.</p> <p>In almost all lessons, learning intentions are identified and shared with children. These are understood by most learners, who are able to relate their current learning to previous experiences and outcomes. Success criteria are evident in the majority of lessons, with children's attention being drawn to these at the beginning of learning episodes, and also as part of a plenary in some lessons. There is scope for greater consistency of opportunity for children to be involved in the co-creation of success criteria. There is opportunity for further development of the use of success criteria to be used during lessons. This will provide opportunities for teachers to gather regular feedback from children through self or peer-evaluation strategies, and identify appropriate levels of pace and challenge in relation to learners' progress and needs during the lesson. There is scope for the development of a shared expectation in relation to plenaries, based upon the understanding of their purpose and impact upon continuity of learning. There are a few examples of effective practice in this area that could be adopted across the school as a shared model and adapted to curricular areas. There is also an opportunity to link this work to the development of the school's Curiosity Toolkit.</p> <p>In most lessons, questioning is consistently used to check understanding or recall previous learning. In some lessons, questioning is used to encourage application of learning to new or different scenarios. There is scope for further development of the Curiosity Toolkit to support effective questioning strategies across all classes. This could deepen children's learning through the development of analysis, evaluation and creation skills.</p> <p>Across classes, there is evidence of differentiation through questioning, support and resources which reflect the needs of pupils. Approaches to differentiation should be developed further across the school to ensure that children consistently have the opportunity to respond to individual challenge. The value of Curiosity reflects the need to consider future development of pupil enquiry and problem solving as potential approaches to delivering dynamic differentiated learning to children.</p> <p>Children are confident in engaging with learning and asking questions, where mistakes are encouraged as part of the wider learning experience.</p>
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	<p>Most children explain that they feel secure in their learning and they feel they are supported well by staff.</p> <p>There is evidence of children’s involvement in the planning of their learning, particularly in relation to learning contexts or interdisciplinary work. The Primary 6 Burns Supper event demonstrated how children had influenced the direction of their learning, and how this opportunity was unique to them when compared with previous years.</p>
<p>HGIOS 4 Successes and Achievements</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Theme 3- Fulfilment of statutory duties Theme 4- Inclusion and equality</p>
<p>How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?</p> <p>Can we be sure that all staff guidance?</p> <p>How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?</p> <p>How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?</p>	<p>Fulfilment of Statutory Duties</p> <p>The school has clear staff guidance for safeguarding and child protection. There is a rigorous process in place for the storage and recording of pupil information including well maintained pastoral notes and chronologies. Training is monitored to ensure that all staff are up-to-date.</p> <p>Designated time is set aside to enable staff to read relevant policies and guidance. All members of staff have regular team meetings and development opportunities where related matters are discussed.</p> <p>The school works to ensure that all staff, teaching and non-teaching, receive training in key initiatives within school such as Zones of Regulation and the upcoming Managing Distressed and Challenging Behaviour. This is valued by staff who comment on the benefits of consistency and a shared language. The regular meetings for non-teaching staff should be used to ensure all staff have an understanding of all key approaches.</p> <p>The current school improvement plan has a focus on Getting It Right for Every Child (GIRFEC) that looks to further embed the Child Planning Framework. This has been led by the depute head teacher (DHT) as part of the 'Into Headship' programme. The school has made significant progress in embedding and developing the process. Evaluation highlighted areas for development including stronger representation of children and families' views, supporting their understanding of the process and enabling greater participation in meetings. Subsequent developments have occurred including making the wellbeing indicators more meaningful for children, children having time with staff prior to Child Planning Meetings (CPMs) to prepare and contribute to the meetings and employing a deeper level of analysis within meetings through the use of the My World Triangle. Displays, assemblies and classroom practice show evidence of work on the wellbeing indicators. Child Plans are being created for all children with additional and targeted levels of support. These are monitored and reviewed through CPMs. Individual Education Plans (IEPs) are created for a small number of children who require more detailed targets and related information on how they will be achieved. Class Teachers, working collaboratively with support staff and partner agencies, have a central role</p>

	<p>in these processes. Positive Support Plans should be created, as required, following the Managing Distressed and Challenging Behaviour Training.</p> <p>The current School Improvement Plan aims to further develop an understanding of the United Nations Conventions on the Rights of the Child (UNCRC) by becoming a 'Rights Respecting School' and supporting children involved in the Child Planning Framework to be better prepared and more engaged in the process.</p> <p>Inclusion & Equality</p> <p>The school values of Curious, Positive, Successful and Respectful are embodied within all interactions. They are known, understood and applied within the school community. They reflect a strong, unique, distinctive and developing identity.</p> <p>Nurture, Restorative Approaches and Inclusive Practices are the foundations for the school's relationship based approach. Respectful and attuned responses are modelled by adults and observed in the behaviours of the children. This creates a calm and orderly atmosphere within the school. Children see school as a safe and happy place. Staff value the compassion shown to children and the supportive ethos. Parents report feeling listened to and see staff as approachable and responsive. They feel their concerns are responded to quickly. They enjoy being part of the many school experiences and would welcome access to more events. They appreciate the opportunity to discuss their child's progress and would like more input in developing their understanding of the curriculum. Parental hopes and expectations on homework cover a wide spectrum. Parents want their children to be given choices and differentiated tasks to be offered to all.</p> <p>Relationship challenges are responded to with a high level of skill and understanding using the Zones of Regulation, restorative techniques and application of the principle that 'All Behaviour is Communication'. The school should now create a policy that articulates their theoretical stance and related practices to sit alongside their Anti- Bullying Policy to provide staff and the wider community with an outline of their approach.</p> <p>29% of the school population have Additional Support Needs (ASNs), 2% are care experienced, 31% are within the Scottish Index of Multiple Deprivation (SIMD) 1-4 and 12% are eligible for free school meals.</p> <p>The school now has a poverty champion and poverty awareness training has been provided for staff. The school has access to a Family Support Worker who works closely with the school and families.</p> <p>ASN assessments are detailed and employ a range of information gathering tools, such as CIRCLE resources, observations and profiling. Interventions are planned and monitored through CPMs that are co-ordinated by the DHT. This includes a comprehensive tracking system where children are placed within one of the 3 levels of need (universal, additional and</p>
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	<p>targeted) and key staff are involved in regular review. Interventions consist of individually tailored packages through to more systemic interventions such as literacy and nurture groups. The school are aware of the need to closely monitor those on individual timetables ensuring appropriate levels of inclusion and social interaction are enabled. Parents report excellent practice for children with ASNs that are characterised by proactive and creative responses and strong collaborative work with external agencies.</p> <p>The school's Pupil Equity Fund (PEF) has been used to target the poverty attainment gap and early experience of trauma or adverse experiences through:</p> <ol style="list-style-type: none"> 1. Purchasing additional Speech and Language Therapy input for 1.5 days a week from October 2018 to November 2019. The areas of focus included Zones of Regulation (a framework to develop children's emotional literacy and self-regulation skills), Visual Supports (to help children predict and understand their environment and reduce anxiety) and Narrative Story Telling (to develop oral language and storytelling skills). 2. The funding and development of Nurture Rooms including staffing. The school currently have 3 Nurture Groups (NGs) catering for children at the early, middle and upper levels of school. Groups have been formed using assessment data from Boxall Profiles and observations. <p>Evaluation of the projects has shown:</p> <ol style="list-style-type: none"> 1. The targeted approaches from the Speech and Language Therapy Project have built staff capacity and become embedded within practice. Children are more able to name their emotions and identify ways of regulating them, either in collaboration with another or independently. The school environment has become more accessible and predictable which was recognised through a bronze award. Children are more confident in their use of language, demonstrating increased vocabulary and more complex statements. 2. The NGs have contributed to a change of ethos, creating a calmer environment. Less time is taking up in responding to challenging and distressed behaviour with a positive shift in focus to teaching foundation skills that promote wellbeing and engagement in learning. Staff practice is informed by the 6 nurture principles which are starting to extend from the NGs and are now influencing mainstream classroom practice. Individual child progress has been tracked through the use of Boxall Profiles. The school plan to develop their evaluations, using both additional and alternative evaluation tools, making this aspect of the process more robust and generating data that will demonstrate impact and guide future interventions. <p>The school recognises that more robust data analysis is required for those children who experience barriers to learning to ensure interventions are well matched to need and potential impact is maximised.</p>
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<p>3.2 Raising Attainment and Achievement</p>	<p>Theme 1 – Attainment in literacy and numeracy Theme 2- Attainment over time Theme 3- Overall quality of learners’ achievement Theme 4- Equity for all learners</p>
<p>How well are the school’s approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is the school’s focus on literacy and numeracy leading to raising attainment across the curriculum?</p> <p>How well is evidence from tracking meetings, professional dialogue and assessment used to measure progress over time?</p> <p>How well is assessment used to inform teacher judgements?</p> <p>How well are personal achievements tracked, valued and recognised?</p> <p>How well does the school work in partnership including with local businesses? How beneficial is the school’s outdoor learning?</p> <p>How well is the school removing barriers to learning and ensuring equity for all?</p> <p>Do the school’s systems lead to equity of success for all? How effective are the school’s systems to promote equity of success and achievement for all children and young people?</p> <p>How well has the school raised the attainment of the most disadvantaged children and young people?</p>	<p>The school has had a focus on creating a culture and ethos where children are ready to learn in order raise attainment. As a result, the school environment is purposeful and maximises time for learning.</p> <p>The school uses a variety of resources to develop and assess literacy skills as planned from East Lothian Curriculum Frameworks. These include Read Write Inc, group novels, shared texts and Accelerated Reader. A guideline has recently been produced by a school working party which outlines expectations in writing across the school. Numeracy and mathematics is delivered through the East Lothian Curriculum Framework, Scottish Heinemann Maths and Mathletics.</p> <p>The school uses a range of assessment evidence to track children’s progress and to plan appropriate interventions to support their learning. This includes STAR reader assessments, single word spelling tests and big writing criterion. Teachers use this data to inform Nottingham’s quadrants in order to assess children’s progress and to identify where support is required to ensure appropriate progress is made. Attainment and tracking meetings are scheduled to scrutinise the data and to agree appropriate support and interventions. There is scope to broaden the range of assessment evidence and to collate it more systematically to build a holistic picture of children’s attainment over time, particularly in relation to progress within the Curriculum for Excellence levels. This should include assessment of breadth, challenge and application of learning to inform professional judgement of progress and achievement. The school plans to adopt the East Lothian Progress and Achievement tracking system and this will support the meaningful analysis of attainment across the school in order to improve attainment.</p> <p>The school is at the early stages of engagement with the moderation cycle to agree shared expectations and standards of learning and achievement. The moderation of writing has been a focus and the moderation of numeracy is planned alongside other schools from the Associated Schools Group. Evidence from the review suggests that further moderation is required to ensure professional judgement fully aligns with national expectations.</p> <p>Attainment in Literacy and English</p> <p>Listening and talking Across the school most children are confident when speaking to adults and to each other. Most children listen to explanations and instructions and are engaged and motivated to learn. They demonstrate curiosity about learning and the positive culture across the school means that they are confident in asking questions to clarify or further their learning. There are age appropriate routines across the school to support children to listen</p>

<p>How well is the school removing barriers to learning and ensuring equity for all?</p>	<p>actively. When working in groups, children listen respectfully to each other and take turns to contribute. There is scope to develop co-operative learning approaches to provide clarity and structure to group work to fully develop collaborative learning. There are opportunities for children to talk through individual and group presentations.</p> <p>The school has worked with the Speech and Language Service funded through the Pupil Equity Fund to provide professional learning to develop children's listening and talking skills. This is having a positive impact on developing children's skills at the early stages of the school.</p> <p>The school should build on the positive, existing practice to ensure listening and talking is a clear focus for learning and teaching in order to ensure there is a progression of skills across the curriculum.</p> <p>Writing</p> <p>The school has recently developed a writing guide which is supporting consistency of writing approaches across classes. In the early stages, writing is developed alongside Read Write Inc and this supports phonetic awareness. Foundations of writing supports children to develop and record their ideas. Children are beginning to write independently through mark-making, early word and sentence formation.</p> <p>At first and second level, skills for handwriting, grammar and punctuation are reinforced with programmes in place to support progression. VCOP is used consistently across classes. Children write regularly using a variety of genre, often related to the context for learning. They are able to explain and use the features of texts within their writing. There is scope to further improve the consistency in the quality of writing across classes and to ensure that there is a deeper understanding of the pedagogy underpinning the expectations outlined in the school's writing guidelines.</p> <p>Reading</p> <p>At the early stages, the Read Write Inc programme enables children to make connections between phonic knowledge and writing skills to successfully build and decode unfamiliar vocabulary. At first and second level, shared texts and group reading supports children to develop reading skills and reading comprehension. Children can answer questions and apply their own ideas and opinions. Accelerated reader supports children to read more regularly and for understanding. The school has rightly identified that there is a need to establish a more coherent approach to developing reading skills across the school.</p> <p>There are positive examples of planning learning across literacy organisers to ensure children apply skills across reading, writing, listening and talking. The school should build on this practice to ensure there is a joined up approach to literacy so that children can make links in their learning.</p> <p>During the review visit, a sample of Primary 7 pupils worked with the review team on aspects of literacy.</p>
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	<p>P7 Literacy</p> <p>A sample group of P7 pupils spoke of their enjoyment of reading. They enjoy using accelerated reader to motivate them to read more and feel that it helps them with reading comprehension. Their weekly targets motivate them to finish books or improve percentages on tests. They do not yet get feedback on skills they need to work on to improve following the tests and this is an area the school could explore further. There are opportunities for children to develop reading skills through group novels and shared texts. The children can articulate how different types of questioning such as inference, evaluative and literal, helps them to understand texts. The children have regular opportunities to write, often related to the contexts for learning. They can describe the features and the purpose of different writing genres. They can articulate how their writing has improved over time. Although there are no writing targets, the feedback on their writing provides them with a clear focus for improvement. The children have opportunities for listening and talking through a variety of presentations. They prefer opportunities to work together rather than talking individually. They are currently preparing a presentation following a visit to the Scottish parliament to persuade others to vote for their parties. They can describe what features they need to demonstrate for an effective talk.</p> <p>Attainment in Numeracy and Mathematics</p> <p>Formative Assessment techniques are being used across all classes to engage learners.</p> <p>At second level, work on display shows the learning of skills in information handling, budgeting and number manipulation skills. Children are engaged and motivated and have some opportunities for personalisation and choice. The pace of learning is good and the learning tasks are varied and active. Children are given clear explanations to deepen their understanding of factors within multiplication. Children have opportunities to apply skills in new contexts. A successful example of this was in P6 where children were fully engaged in leading their learning through planning for a Community Burns celebration. They experienced opportunities within numeracy to use budgeting skills and team work skills in this real life context.</p> <p>At first level, the language of learning and the “Learning Journey” is promoted effectively and children are able to self –assess where they are and what their next step will be. New and continued learning is discussed and implemented as part of the organisation of the lesson. Differentiation through worksheets, online games and teacher groups is used to support individuals and groups and to facilitate personalisation and choice through a range of challenge tasks. The teacher and children display confidence and understanding of the pedagogy and language of numeracy and in the use of resources. Children respond quickly to activities when manipulatives are flashed and most are accurate.</p>
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	<p>At Early stages of the school, the vocabulary of numeracy is used regularly and is understood by staff and children. There are clear links to the East Lothian frameworks and benchmarks. Children are praised and all contributions are valued. Lessons are well organised e.g. carousel approaches to numeracy. The majority of children are very engaged and teachers keep them on task through different types of activity and good pace. In one class, children use cameras to save and share evidence of their learning on whiteboards. Questioning is used to encourage deeper thinking and explanations of strategies – “How do you know?” “Prove to me how you know”. Teachers circulate to support individuals and work with groups. Support staff are discreet and sensitive in their support of individuals and know the personal needs of children well.</p> <p>Across the school, differentiation is mainly through teacher group input or by worksheet. Staff should now continue to focus on differentiation, really challenging their most able pupils and looking towards the next level when appropriate.</p> <p>There is scope to improve attainment in numeracy through further consistency in practice and planning for learning and assessment that provides all children with appropriate pace and challenge through differentiated tasks. The school should look to collegiate opportunities to plan more effectively for assessment and tracking in number and maths, considering holistic tasks and a range of ongoing evidence to support progress and teacher judgement.</p> <p>The East Lothian frameworks inform planning for numeracy. The school has unpacked the progression statements within the framework further to establish termly targets. Staff feel that this works well for planning and that it allows them to make connections between areas of maths and numeracy at any time. The school should continue to evaluate this approach going forward to ensure children are secure in their understanding and that skills and concepts are covered in enough depth.</p> <p>During the review visit, a sample of Primary 4 pupils worked with the review team on aspects of numeracy.</p> <p>P4 Numeracy</p> <p>The children say that they really enjoy numeracy learning and sometimes have opportunities to choose levels of challenge within their work. There is evidence that some children use strategies successfully within their numeracy work, e.g. counting on in ones and grouping tens. There is scope to develop this further across classes and levels to enable children to explain their thinking and understand which strategies are most efficient. All children in this group can use a whiteboard to jot down their strategies and help to explain their thinking. Children are able to give number before/after in numbers to 1000. Addition and subtraction skills are strongest. Most children are confident being able to explain place value within three figure numbers, including when that number is zero. Children are not so confident with multiplication and division. They feel that this is quite a new skill to them and that they need lots more experience to feel</p>
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confident and quick in their recall and calculations. In digital time, most children are confident with half and quarter past. Most are sure of the difference between analogue and digital times, however, there was discussion between the children to clarify their understanding. Almost all children can identify right angles and draw diagrams of simple areas. The majority of children are confident when calculating change from £1 given a real life problem to solve. Some children speak confidently about their experiences handling and displaying information on bar graphs and pictograms.

Attainment over time

Based upon the school's attainment data for the previous four sessions, for the period 2016 to 2019, most children in P1 achieve the appropriate level of attainment in Literacy and Numeracy. In P4 and P7, the majority of children achieve the appropriate levels in writing, reading and numeracy. Most children in P4 and P7 achieve the appropriate level in listening and talking.

At key stages across the school, the following attainment trends were noticed:

	Stage	Reading	Writing	Listening and talking	Numeracy
2018/2019	P1	83.7	81.6	89.8	83.7
	P4	61.5	55.8	73.1	67.3
	P7	70.8	52.8	75.4	70.8
2017/2018	P1	95.2	79.4	93.7	84.1
	P4	77.6	70.7	79.3	75.9
	P7	73.2	73.2	85.7	75.0
2016/2017	P1	76.7	75.0	98.3	73.3
	P4	49.1	65.5	80.0	58.2
	P7	74.4	67.4	81.4	83.7
2015/2016	P1	79.2	77.4	81.1	81.1
	P4	45.2	43.4	67.7	50.0
	P7	45.1	36.6	47.9	50.7

Equity

Staff know children well and have a good understanding of any barriers to learning. The Pupil Equity Fund has been used to develop a nurture provision and to provide universal support to children in the early stages of the school through Speech and Language. The school recognises the need to use the data to ensure that interventions are targeted to support those children most in need to maximise their achievement.

Overall quality of learners' achievement

	<p>Achievements in school are recognised, valued and celebrated regularly. Opportunities for achievement are built into the curriculum through the school's enterprise theme where each class develops an enterprising project throughout the year. Wider achievement is encouraged across the school through sporting activities, musical tuition and performances, participation in the John Muir Award and residential trips. Wider achievement is recognised in the learning logs and through stickers parents can send in. The school has plans to look at the equity of wider achievement through tracking participation as part of whole school tracking.</p>
<p>Summary</p>	
<ul style="list-style-type: none"> • Leadership • Capacity for improvement • Validation of the school's Standards and Quality report 	<p>Through the positive leadership of the head teacher and senior leadership team, the review team is confident that there is capacity within the school to continue to drive forward the identified improvements.</p> <p>The review team validates the evaluations within the school's Standards and Quality Report.</p>
<p style="background-color: #d9d9e3; height: 40px;"></p>	
<p>Key Strengths:</p> <ul style="list-style-type: none"> • The school values of curious, positive, successful and respectful are embodied within all interactions. • Children who are happy, kind and are engaged in their learning. They are a credit to their school and their families. • Staff who are highly committed to the life and work of the school. • The focus on nurture, restorative approaches and inclusive practices which has led to a positive shift in the climate and ethos of the school. <p>Areas for Development:</p> <ul style="list-style-type: none"> • Continue to develop data informed approaches to improvement in order to identify priorities and plan appropriate interventions to improve outcome for learners. • Continue to improve the quality and consistency of teaching and learning to impact positively on attainment. 	

School QIO: Karen Haspolat Date of visit: 04/02/20-06/02/20

Focused Review Summary – Early learning and childcare

HGIOELC Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
<p>How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide?</p> <p>What examples do we have of practitioners successfully collaborating with one another through critical enquiry?</p> <p>In what ways are we maximising opportunities for practitioners to work and learn together?</p> <p>How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement?</p> <p>What positive impact has our planning for continuous improvement had on outcomes for children and families?</p>	<p>The school values are informing the setting's practice as the children are showing they are curious, positive, successful and respectful. The values are displayed, shared with children responsively and evidenced in the floor book. Children receive certificates to celebrate when the values are followed – these are added to their Learning Stories so parents are aware of their achievements. The aims and objectives of nursery are also evident in learning stories and shared with parents.</p> <p>Self-evaluation is led by the DHT. The team evaluate practice on a regular basis and this informs ongoing improvements. The team have adapted their practice with the introduction of the 1140 hours. The team work together to make the best decisions so the children are provided with the best experiences. The 2019/2020 Nursery Improvement Plan is evidence of this as the priority is 'To ensure high quality experiences and outcomes for every child throughout the embedment of 1140 hours'. There is evidence of improvement both in practice and in the self-evaluation folder.</p> <p>Evidence of self-evaluation is collated, including views of parents/ carers/families, practitioners and the children as well as what has been observed by practitioners. The team use this information to inform change.</p> <ul style="list-style-type: none"> - <i>Use more data to measure impact of improvements</i> - <i>Share improvements with parents regularly through blog and newsletter</i> <p>The team are encouraged to identify areas to improve and to lead change, e.g., natural singing gathers, fire pit experiences, gym, story bags, bug hotel and displays. The team are supported to lead by the SEYP and DHT.</p> <p>The team meet on a weekly basis for planning or self-evaluation; mind maps are used to capture each practitioner's voice and to gather ideas to make improvements. The setting is looking at ways to increase communication as the team work at different times across the week. They are looking at an online system.</p> <p>When a member of the team has attended training, this is shared with the team and ways to implement into practice are identified. This year, all practitioners were asked to do reflective reading of a choice of two books. The team also reflected on the ELC High Quality Documents. The team shared their learning and identified actions to take forward as a team.</p>
HGIOELC Learning Provision	
2.3 Learning, teaching and assessment	<p>Theme 1 - Learning and engagement</p> <p>Theme 2 - Quality of teaching</p> <p>Theme 3 - Effective use of assessment</p>

Theme 4 - Planning, tracking and monitoring	
<p>How well do the practitioners motivate and engage all children?</p> <p>How do the practitioners know that all children are making very good progress in their learning? What information do they have?</p> <p>How do the practitioners enable children to become independent learners?</p> <p>How do the practitioners ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching?</p> <p>How do the practitioners ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching?</p> <p>How well does the information gathered about children's progress inform planning and improvement?</p>	<p>The team have a consistent understanding of the planning cycle and this is embedded in practice. The practitioners are planning, observing, tracking, and recording learning in the learning stories, floor books and responsive planning. The child's voice is evident through this cycle. Making thinking visible has been embedded and supports children to develop their thinking. The team led by the SEYP and DHT identified areas to develop and adapted planning accordingly. It was agreed that numeracy and literacy learning needed to be a focus across the setting and this has been added to the responsive planning in each area. The SEYP monitors coverage of the ELC Frameworks over the year and identifies gaps that need a focus to ensure a broad and balanced curriculum. The team have responsibility for an area of planning each fortnight and need to ensure that there is continuity and progression in the planning linked to the ELC Frameworks and CfE.</p> <ul style="list-style-type: none"> - <i>Ensure PLODS/Next Steps are consistently learning focused and linked to the ELC Frameworks</i> - <i>Ensure there is differentiation through planning experiences that offer challenge and support</i> <p>Learning stories are individualised and focus on learning. They is a combination of observations of experiences the children have and observations linked to tracking with a next step. Children are asked to talk about the photo and then the observation when complete.</p> <ul style="list-style-type: none"> - <i>Consider how to organise learning stories so children can access independently and quickly</i> <p>One of the keyworker's role is to overlook their key children's tracking and identify individual support. They use gathers and play to support children to achieve their next steps. Keyworkers will share the next steps with the rest of the team if children need additional support to achieve them.</p> <p>Learning is extended further through opportunities to engage with the wider school, community and outdoors. These include P6 Buddies, visits to assembly, play on pedals, nature, visits to a care home and library, annual Christmas concert, shopping and walks.</p> <p>PE is planned and linked to the CfE. Planning shows progression in skills through observations leading to next steps that are planned for the next session.</p> <p>Digital technology is evident. Children have access to the IWB mainly for information, IPADs to take pictures for twitter, 1 desktop PC, digital cameras, b-bots and voice recording buttons. Cameras and mobile phones are used through role play.</p> <ul style="list-style-type: none"> - <i>The nursery team to further develop digital literacy in line with the school improvement priority</i>
<p>HGIOELC Learning Provision</p>	

<p>2.2 Curriculum</p>	<p>Theme 3 – Pedagogy and play</p>
<p>What evidence is there that children are developing a positive attitude to learning?</p> <p>How do practitioners challenge and support for example creativity and problem solving with young children?</p> <p>How do practitioners engage in discussion and what examples are there of this working in practice?</p> <p>What routines and structures are in place? Do these support child-centred play?</p>	<p>The nursery is a hive of activity where children are happy, settled and actively involved in the experiences. Practitioners are engaging with children supporting their play. They engage in child led discussions relevant to children’s interests - supporting the children to develop their ideas and thinking.</p> <ul style="list-style-type: none"> - <i>Some children are needing more support to continuously engage with the experiences offered</i> <p>The learning environment is welcoming, caring, nurturing and built on positive relationships. The keyworker system has 12 keyworkers over six groups. Gathers are part of the daily routine and children are supported to know where they are to gather and with which keyworker. Key groups ensure practitioners build relationships with both their key children and their families.</p> <p>There are daily gathers include literacy, numeracy, teeth cleaning and singing. There are also gathers through the day in response to children’s interests these include numeracy, literacy, circle games and singing.</p> <p>Well-resourced basic and continuous provision provides a wealth of open-ended opportunities promoting independence, curiosity and imagination. Loose parts development is part of the Nursery Improvement Plan and the team are looking at how to ensure they are purposeful. There is clear evidence of open-ended play, free choice and children playing independently. The setting is organised in 6 key areas for planning and organisation of staff.</p> <ul style="list-style-type: none"> - <i>The team should review one area at a time to evaluate the continuous provision</i> - <i>The team should consider the purpose of displays using the ELC High Quality Document</i> <p>Daily routines are flexible and responsive, enabling each child to access free play for the majority of the day, both indoors and out. Routines, such as gather time, gym, music, lunch and tidy times, are incorporated into the nursery day. Children are actively involved in routines such as snack and natural gathers. The children are able to follow the routines and transitions are smooth due to a consistent approach by the team.</p>
<p>3.2 Securing children’s progress</p>	<ul style="list-style-type: none"> • Progress in communication, early language, mathematics and health and wellbeing • Children’s progress over time • Overall quality of children’s achievement • Ensuring equity for all children
<p>In what ways do we ensure children are making progress</p>	<p>The DHT and SEYP meet termly to discuss learning stories, tracking and self-evaluation. This ensures a consistent approach and identifies any further development needs. The DHT meets each keyworker termly to discuss each individual child identifying any challenge or support needed</p>

<p>across all aspects of their learning and development?</p> <p>How do we ensure children understand their own progress in a meaningful way?</p> <p>Reflect on the current balance of adult and child initiated learning experiences. Are both leading to progress? What could be improved?</p> <p>How effective are our approaches to tracking progress and achievement? What needs to improve?</p> <p>How effective are we at sharing children's progress with parents/carers?</p>	<p>and ways to improve children's' outcomes. These are shared with team so all team can support and observe each child's progress.</p> <p>A range of universal and targeted assessments, tracking and interventions are used including Wellcomm Screener, visual supports, Signalong, GL Assessments and LIFT. This enables the team to have more understanding of each child's individual needs.</p> <p>Reporting to parents is on-going throughout the year. The parents and carers are invited to an individual meeting twice a year with their child's keyworker and either the DHT or SEYP. The keyworkers are available daily for informal conversations, parents are phoned if there is a concern and learning stories are taken home once a term. There is a daily learning display, blog and parents can 'stay and play' when they choose.</p> <p>Wider achievements are celebrated through a display and shared at gather times.</p>
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Other Comments or Details

<p>Key Strengths</p> <ul style="list-style-type: none"> - Strong leadership with a clear pedagogy followed by a committed team - The values are embedded in setting - Improvements are continuous through significant changes such as 1140 and staffing - A clear planning cycle that is used consistently to track children's progress - Children are nurtured and supported individually <p>Areas for Improvement</p> <ul style="list-style-type: none"> - Consider the 'language of learning' through interactions and next steps/PLODS - Review continuous provision and displays in each area both indoors and outdoors - Work with Primary 1 on an Early Years Pedagogy sharing knowledge and expertise

QIO/ELC officer: Wendy Hardie Date of visit: 04/02/20-06/02/20

