

Focused Review Summary - Primary

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| Establishment | East Linton Primary School and Nursery Class | Cluster: Dunbar |
| 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>Leadership There is a growing recognition of the importance of leadership at all levels and this session there is an expectation that all staff are leaders of learning. There is a range of opportunities for leadership, such as leading improvement priorities through the working groups as well as identified staff taking a lead in particular aspects of improvement. This needs to align closely with the priorities identified through a more rigorous approach to self-evaluation. The use of Pupil Equity Fund to address the attainment gap in Literacy has been effectively led by the principal teacher.</p> <p>The headteacher needs to provide strong leadership and direction in improving the school. The leadership of self-evaluation needs to be strengthened in order to accurately identify priorities. This should be based around robust evidence, which will then inform the strategic direction of the school. There should be a relentless focus on evaluation and the actual impact of improvements on the outcomes for children.</p> <p>During assemblies, children are given opportunities to contribute to improvement. The school should identify further opportunities for children to participate fully in leadership roles within the school and provide a larger platform for Pupil Voice.</p> <p>Progress in improvement planning process this session Progress in the completion of improvement priorities have been noted and displayed. Staff value the role they have in managing change through their work in the Working Groups. This has resulted in most staff having ownership in the changes implemented. HGIOS 4: Level 5 illustrations have been used in collegiate sessions. The collegiate calendar identifies a number of sessions for working parties, moderation and assessment.</p> <p>The school should ensure that the leadership of change is informed by National and Authority Policy and that changes are strategically driven to have a positive impact on Learning and Teaching.</p> <p>Professional Learning Peer Shared Classroom Experiences have led to staff having opportunities to share practice. The model of Ask – Describe - Ask has been adopted with supporting guidance and linked to a selection of level 5 illustrations</p> | |

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| | <p>statements for QIs 2.3, 2.2 and 2.4</p> <p>One teacher in the school is currently undertaking the First Steps into leadership and the principal teacher has completed SQH. NQTs have been sharing the outcomes from their practitioner enquiry, with last year's NQT receiving NQT of the year award. Staff are encouraged to refer to key texts to support the development of the pedagogy of numeracy.</p> <p>The school should develop the use of practitioner enquiry to provide further opportunities for professional learning across the whole school.</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>East Linton PS have no children in SIMD bands 1-3, the FSM entitlement is less than 3%. 17% are being supported on Staged Intervention and one child is looked after.</p> <p>The school was allocated £15,600 as Pupil Equity Fund in 2017/18 and to date have spent all of the annual allocation. The allocation for 2018/19 is £14,040.</p> <p>Taking all of this in to account, the principal teacher has effectively identified those children who would benefit most from the additional funding, using class teacher information and other assessment data.</p> <p>The school has successfully identified a range of intervention strategies specifically aimed at closing the attainment gap in literacy. Data shows clearly where those children identified had been assessed as being at least a year behind in terms of their literacy development.</p> <p>Assessment strategies put in place at the outset of the Pupil Equity Fund have been successful in appropriately targeting those children and providing a useful baseline in order to measure the impact.</p> <p>Pupil Equity Fund funding has been appropriately targeted on a sustainable model of releasing the principal teacher from class to lead on the interventions.</p> <p>In this first year, the school is able to demonstrate impact for almost all of those children who have benefitted from the additional literacy interventions.</p> <p>The principal teacher, working with the support for learning teacher has put in place systems to ensure that children are supported for short periods and that their attendance in these groups is monitored and is fluid according to their progress. She has also been careful to ensure that this work aligns carefully with ongoing class work.</p> <p>Staff across the school speak very positively about the impact of the Pupil Equity Fund funding. Children, parents and staff have been consulted. Appropriate plans are now being developed in consultation with stakeholders to plan for the sustainable use of the 2018/19 funding</p> |

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| | allocation which will build on the success of the first year. |
| HGIOS 4 Learning Provision | |
| 2.2 Curriculum | Theme 1 - Rationale and design |
| <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>The school has begun consulting children, parents, staff and the community on a curriculum rationale and aligning this with the school vision, values and aims.</p> <p>In recent years, staff have had a strong focus on the core areas of literacy, numeracy and health and wellbeing. The headteacher and principal teacher have worked with staff to put in place programmes and tools to support the delivery of these programmes.</p> <p>The school takes some account of its own context, for example through links to John Muir, the local village and the history of the East Linton.</p> <p>The management team have begun to look at how the unique features and context of the school could be built in to their curriculum offer.</p> <p>The school is at the early stages of using the East Lothian Curriculum Frameworks in Literacy, Numeracy, Health and wellbeing with Science at an earlier stage. Staff have used these to 'tweak' their existing planners that had been developed previously by the school. The school should now review its use of the frameworks to ensure that they are consistently implemented and embedded across all stages and curriculum areas. Class timetables reflect an over emphasis on literacy and numeracy. Staff now need look closely at how they are ensuring that they deliver on the totality of the curriculum and ensure children are accessing their entitlement to a broad general education across all 8 curriculum areas across the year.</p> <p>The headteacher, working with staff now needs to ensure that systems are in place to track and monitor the curriculum and specifically the entitlements for all children.</p> <p>Staff have recently come together to evaluate the effectiveness of Interdisciplinary learning. As a first step they have looked at a shared definition and have worked together to determine how IDL is planned across the school.</p> <p>The headteacher has identified the need to take a closer look at IDL given that there are inconsistencies in its delivery. Staff now need to ensure that</p> |

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| | <p>teachers are clear about how they can group experiences and outcomes together and ensure that the IDL experience offers a meaningful progressive experience for all children that builds on prior learning.</p> <p>Staff would benefit from further work focussed on children's experiences across the curriculum and reducing reliance on resources as a means of delivering the curriculum.</p> |
| <p>2.3 Learning, teaching and assessment</p> | <p>Theme 1 – Learning and engagement Theme 2 – Quality of teaching</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>Context: The review team sampled a wide range of lessons from Nursery to Primary 7 across almost all curriculum areas. In total 19 episodes of learning were observed. There is a calm and welcoming ethos across the school, which reflects the level of commitment achieved through Rights Respecting School and the Pupil Charter.</p> <p>Across the school, there are positive relationships between children and between adults and children. Children are enthusiastic and motivated to learn. Overall, most young people engage positively with their learning experiences and enjoy the activities they are given. Children respond well to questions asked of them to recall their learning however there are few opportunities for children to extend their learning through open ended or higher order questioning.</p> <p>In a few lessons learning intentions are used well to ensure there is a clear focus for the learning and children are clear about expected outcomes. There was an excellent example of children co-creating the learning intentions. The school now needs to share this practice widely to ensure there is a clear focus for learning in all lessons. The use of success criteria needs to be developed to provide feedback to children on their learning and to support them to assess their learning and identify their next steps. Overall lessons need to have more of a focus on progressing learning rather than simply completing activities. High expectations need to be promoted to ensure a consistent level of high quality presentation across the school in terms of jotters, learning journals and displays. The school may want to consider the number of jotters used; fewer jotters may support children to make links across learning and reflect on progression.</p> <p>In the best lessons, teachers use a variety of teaching approaches to engage children in their learning. In a few lessons children work well in groups and this provides them with greater opportunities to lead their learning. Overall lessons are teacher led and further opportunities need to be provided for children to lead learning and fully demonstrate their knowledge and skills. The majority of lessons observed are class lessons followed by the same tasks that are not differentiated to support and challenge the range of needs in each class. The school should consider how learning can be differentiated more to suit individuals and groups and how learning can engage and motivate children more as a result. Overall, the school needs to focus on the development of high quality learning and teaching approaches to ensure greater consistency across the school.</p> |

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| | <p>The school has identified the need to engage with the East Lothian Curriculum Frameworks to further develop planning, learning teaching and assessment. This should support teachers to plan more effectively and ensure children progress with appropriate pace and challenge across all curriculum areas. The school is beginning to develop its approaches to gathering assessment evidence through the planning of holistic assessments. Staff have opportunities to moderate assessment evidence through planned moderation activities throughout the year. This has been particularly successful in the moderation of writing. Children collect assessment evidence to demonstrate progression in their learning journals. The rationale for the learning journals needs to be revisited to ensure there is a shared understanding of their purpose and the role they play in supporting children to reflect on their progress. The staff should continue to work together to develop a framework for assessment across the curriculum and take forward the implementation of the benchmarks to develop robust assessment evidence.</p> |
| <p>For 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>Teaching staff undertake professional learning CLPL offerings to ensure they are fully up-to-date with local and national legislation affecting the rights, wellbeing and inclusion of children and young people.</p> <p>The SIP 2017/18 includes actions relating to national assessment training for all staff and targeted Read, Write Inc. training for the principal teacher and Support for Learning Teacher. There is evidence of impact on children and closing the gap as a result of these activities.</p> <p>Most staff have good knowledge of the wellbeing indicators and the school has achieved its status as a Rights Respecting School. There is reference to the wellbeing indicators and the United Nations Convention on the Rights of the Child in improvement planning documents and the school 'Positive Behaviour and Discipline Policy.'</p> <p>This policy would benefit from a review in order to consider nurturing frameworks and restorative principles, to be more in line with the East Lothian policy 'Included, Engaged and Involved. A CAT session was delivered to staff by the headteacher on restorative approaches. This is at the early stages and is not yet embedded across the school. The school works well with partner agencies using the child's plan, however there needs to be more thought given to the assessment of strengths, concerns, pressures and impact on wellbeing when using the framework. This will help to frame a coherent narrative around the child's needs and capture the qualitative evidence of what makes a difference.</p> <p>The school have invested in the Read, Write Inc. programme as an intervention for children facing barriers to learning. Attainment is tracked using standardised assessment tools, and there is evidence of a positive progression for most children. There are plans to gather more qualitative impact data from parents whose children have had this intervention. This may help triangulate with the other data the school already hold.</p> |

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| | <p>Inclusion encompasses presence, participation and achievement. The school gathers data on attendance and achievement, they should now think more deeply about how the participation of every child is supported in an equitable way. A participation and engagement scale has been used with children to help identify 'invisible learner' and this should now inform forward planning or support.</p> <p>There needs to be a more consistent and responsive approach to supporting children who are experiencing difficulties with self-regulation and disengagement in the classroom. This is particularly evident when children have met the learning intentions and are in need of more challenge.</p> <p>Support for learning is organised flexibly to allow the school to be responsive to the needs of children across the stages and at key points such as transition. There is inconsistency in how well support staff are used in classrooms to support the teacher and extend the learning opportunities.</p> <p>Children with learning plans have targets for the classroom as well as for the support learning intervention they are involved with. In many classes, there is not enough differentiation of learning for children with additional support needs. There is a need to ensure that all children are receiving their full educational entitlement, and that one child's entitlement is not compromised for the sake of the rest of the class.</p> <p>There is progression of experiences for children who receive support for learning which helps to maintain engagement. All children who have a learning plan are asked to articulate their targets in their own voice, which are then included in the plan.</p> <p>Although diversity and tolerance are promoted through everyday interactions, there could be more opportunities across the curriculum to explore diversity and multi-faith issues during RME, which is currently limited.</p> |
| <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>Context: The school has identified a significant amount of learning time for the development of literacy skills across the school. This is delivered through programmes including Big Writing, Accelerated Reader and programmes for grammar, spelling and handwriting. Read, write inc is used for intervention support through the Pupil Equity Fund to close the attainment gap. Numeracy and mathematics is developed through number counts and the Heinemann mathematics programme.</p> <p>Attainment data for literacy is collated and tracked using Single Word Spelling Test and Accelerated Reader scores. This information alongside curriculum for excellence levels for literacy and numeracy informs professional dialogue with teachers in regular attainment meetings. The school has identified that further work is needed to ensure that curriculum for excellence data accurately reflects attainment. Staff should engage with the benchmarks through the curriculum frameworks and moderation to ensure professional judgements on attainment are more robust. The school is beginning to use Nottingham's quadrants to support the analysis</p> |

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| <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>How well is the school removing barriers to learning and ensuring equity for all?</p> | <p>of attainment and progression in classes. This approach should continue to be developed and should further inform support and challenge for children through the attainment meetings.</p> <p>Literacy and English language: Attainment over time: The headteacher shared that there had been circumstances specific to cohorts of children, which may have had an impact on progress and achievement. A tracking and assessment calendar has been developed which details when summative assessments are to be implemented. These include SWST, AR Star tests, health and wellbeing self-assessments and writing tracking.</p> <p>In writing there is evidence in jotters of some differentiation by outcome. children have experienced learning in a range of genres. Some children are able to share the skills, knowledge and understanding they have and link this to prior learning.</p> <p>A P5 focus group of children were enthusiastic about sharing learning and when prompted were able to articulate the purpose of their learning. They were able to give examples of relevant, real life contexts in which they had applied their learning. They described how they were able to reflect on the progress they had made by comparing previous work, and feedback from their teacher.</p> <p>The school should explore how formative assessment and tracking, using the criterion, can effectively inform next steps in writing resulting in responsive planning and focused differentiation.</p> <p>Numeracy and Mathematics: A P2 focus group of children demonstrates that overall they are achieving well in numeracy. They are able to say and read forward and backward sequences to and from at least 120. They can find the missing numeral within a sequence. They can solve addition and subtraction tasks with missing numbers. They are able to count forwards and backward in multiples of two using even and odd numbers. They are less confident in grouping and sharing in 2s using arrays.</p> <p>There is considerable scope to improve attainment in numeracy through further engagement in the numeracy and mathematics frameworks and the development of pedagogy to ensure children are secure in their learning. This is evident in a number of lessons where children's learning is not being scaffolded in order for them to make appropriate progress.</p> <p>There is evidence in jotters and in interdisciplinary planning of opportunities for the development of numeracy across learning. This is supporting children to apply their skills in relevant contexts.</p> <p>Other curriculum areas: The school is at the early stages of tracking children's progress across all areas of the curriculum.</p> |
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| | <p>Achievement: The school is developing a process to recognise, record and track out of school achievements. There are opportunities for children to participate in activities such as Big Pedal, kayaking, athletics and local concerts and galas. This helps to support achievement both within and out with school.</p> <p>Impact of Pupil Equity Fund on attainment: The school has effective strategies in place through the Pupil Equity Fund to close the attainment gap. This is particularly evident in the data around gains in reading age where almost all children have made significant progress.</p> |
| <p>Summary</p> | |
| <ul style="list-style-type: none"> • Leadership • Capacity for improvement • Validation of the school's Standards and Quality report | <p>The school has evaluated itself as good across all quality indicators. Evidence from the school review suggests that there are more areas for improvement and that the school needs to strengthen leadership and self-evaluation. The school should review the evaluations on the Standards and Quality report.</p> |
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| <p>Key Strengths:</p> <p>Children who are enthusiastic and motivated to learn and to contribute to the school. Impact of the Pupil Equity Fund on closing the attainment gap. An increased understanding by staff in their role to lead school improvement.</p> <p>Areas for Development:</p> <p>Improve the curriculum to ensure that children are accessing their full entitlement. Improve the consistency of learning and teaching to meet the needs of all children. Strengthen leadership of improvement and change.</p> | |

School QIO _____

Date of visit: _____

Focused Review Summary – Early learning and childcare

| HGIOELC Learning Provision | |
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| 2.3 Learning, teaching and assessment | Theme 1 - Learning and engagement Theme 2 - Quality of teaching Theme 3 - Effective use of assessment 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 environment within the nursery demonstrates a nurturing and positive approach with good relationships between staff and children. Children were encouraged to be independent and there was appropriate praise at all times.</p> <p>Through the use of on-going observations and a variety of tracking overviews staff identify where children are in terms of Literacy, Numeracy and Health and Well-being. The 'I can statements' are being used alongside Big Writing criteria. This is then used for moderation purposes and to inform planning and assessment. The team are working on the correlation between these, planning and assessment, information within the Learning Journals and on-going observations.</p> <p>In terms of the nursery routine, the children were confident and there was clarity around expectations. Children were able to talk about their learning (including prior learning), with great enthusiasm during group time and were keen to share their ideas with adults. Developing the use of open-ended questioning during interactions would continue to provide a basis for independent learning to take place.</p> <p>Through discussion with the Nursery Teacher it was highlighted that planning comes from observations of play, interactions with the children and forward planning. There have been on-going developments of the planning process in the Nursery in order to ensure manageability and effectiveness, and this will continue as the roles within the Nursery change. There was clear evidence that staff respond quickly to the on-going pastoral needs of the children but staff should continue to ensure that responses to learning are timely. Written plans appear to cover both Anti-pre-school and Pre-school with no identification of differentiation within this.</p> <p>The staff keep records within Personal Learning Planning (Child Plan), the Learning Journals, the tracking sheets and through observations. The Learning Journal is completed with the children and is occasionally shared with parents.</p> <p>Whilst there is a lot of information gathered and tracked, the fact that this is kept in different formats and not within a central place in the Nursery makes the management of this challenging.</p> |

| HGIOELC Learning Provision | |
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| 2.2 Curriculum | Theme 3 – Pedagogy and play |
| <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 ethos in the nursery is good and the children are motivated and enthusiastic. The children engaged well with the limited resources provided and used these creatively and imaginatively. There was clear evidence of problem solving activities supported by staff using the resources provided. Consideration should be given to the layout of the block play to ensure that this has a dedicated space that the children can utilise fully (i.e. not a walkway).</p> <p>The practitioners demonstrated an understanding of the purpose of play and were able to challenge and support the children within this. Ensuring that there are prompt responses to learning opportunities will allow the timely extension of play experiences and thereby support next steps in Learning and Teaching.</p> <p>There are many opportunities to engage in discussions and these are utilised during group time and in smaller group/1-1 situations. Children were encouraged to reflect on previous learning but there was a lack of focus during these times with a variety of learning opportunities both past and present being explored.</p> <p>As mentioned previously, there are clear routines and structures in place which support the management of the nursery day. More evidence would be required to demonstrate how these positively support and impact on child-centred play.</p> <p>The children made good use of the outdoor space both in the free-flow veranda area and in the outdoor learning environment. Consideration should be given to the staff child ratios when children are moving between the veranda and the nursery playroom to ensure there are no health and safety concerns.</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 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</p> | <p>There are a variety of different tracking sheets; 'I can' statements, Experiences and Outcomes, Big Writing and school planners. Considering how these can be dove-tailed alongside the daily tracking information may make this a more manageable and meaningful process.</p> <p>Through conversations with staff it was acknowledged that there are regular conversations with the children on a 1-1 basis to encourage them to consider their next steps in learning. With the changes in staff during this Review, this was difficult to identify. Utilising the Learning Journals fully and engaging children and parents more regularly would help to scaffold these conversations.</p> <p>Within the context of this visit there were a higher number of adult</p> |

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| <p>learning experiences. Are both leading to progress? What could be improved?</p> | <p>initiated activities; resources placed out on tables, adult selected resources outside, explanation around what is available and encouraged to choose from this. Developing the children's voice within their learning would help develop ownership within this.</p> |
| <p>How effective are our approaches to tracking progress and achievement? What needs to improve?</p> | <p>Ensuring that tracking is manageable and clearly informs next steps in learning and teaching would ensure that approaches to tracking progress and achievement are effective and meet the needs of staff and children.</p> |
| <p>How effective are we at sharing children's progress with parents/carers?</p> | <p>There are Stay and Play sessions and parents have been encouraged to come in for a cup of tea. Although parents are encouraged to take the Learning Journals home there has not been a big uptake. Changes have been made to the Anti-Pre-School Learning Journals which is hoped will help with this.</p> |

Other Comments or Details

Key Strengths

The ethos of the Nursery is nurturing and supportive and, despite daily changes in staffing, the relationships are strong.

The outdoor space has been utilised to ensure opportunities for quality play, with the children demonstrating creativity and imagination alongside a real interest in the world around them. The use of the veranda adds to the free-flow aspect of the nursery environment.

Nursery staff have worked to develop planning and assessment in-line with National policies and school planning formats.

Areas for Improvement

Staff have identified the need to align processes for observing, tracking, monitoring and planning to ensure effective approaches to apposite and responsive learning and teaching.

Continuing to identify opportunities for children and parents to be actively engaged in learning and self-evaluation is essential

QIO/ELC officer _____ Date of visit: _____