Focused Review Summary - Primary

Establishment		Cluster
Gullane Primary School – Review 20/11/2019 to 22/11/2019		North Berwick

HGIOS 4 **Leadership and Management**	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? How effective are the school's approaches to planning for continuous improvement? How does the school ensure a continued focus on improvements in outcomes for learners? To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?	The current improvement priorities contained within the school's improvement plan reflect the school's vision and values of fairness, trust, honesty and respect (both physical and emotional) to offer everyone an inclusive, safe environment and provide learners with the opportunity to become confident individuals, successful learners, effective contributors and responsible citizens. The improvement priorities also reflect current local and national priorities reflected in the Education Service's own improvement plan and the National Improvement Framework. The improvement priorities contained within the current improvement plan (Numeracy, Digital Learning and Health and Wellbeing) have a focus on improving outcomes for learners. The actions identified under each priority were developed in consultation with teaching staff after the evaluation of the priorities contained within the previous year's improvement plan. The school should endeavour to embed the analysis of self-evaluation evidence in future planned evaluation activities, ensuring that the judgements of improvement progress are based on the triangulation of evidence sources. Ensuring that evidence sources used to monitor the impact upon learner outcomes are planned, measureable and trackable will better inform school based priorities for future improvement. This will ensure continued confidence and a shared understanding across staff and the school community of the impact of planned improvements and foster an improvement culture further. Teaching staff have opportunities to take responsibility for supporting and implementing change across the school, with some staff leading priorities for improvement based upon their professional knowledge, role or remit. Teaching staff explained that they felt supported by the head teacher through the established PRD process in school, with most teachers able to give examples of opportunities to be involved in the past and present development work of the school. Staff were able to explain examples of their professional learning in terms of the relevance of this to both whole school improvement and individual CLPL.

	Some staff have engaged with accredited CLPL, provided by external providers or the local authority, to develop their leadership capacity in relation to their current role and remit. There are planned opportunities this session to continue to develop CLPL opportunities for staff across the North Berwick Associated Schools Group and the smaller School Team Group of schools. Staff are enthusiastic to engage in this collaborative work to promote deeper professional understanding of standards through moderation of the teaching and learning cycle. In future, there is capacity for the school and staff to consider the use of practitioner enquiry methodology to drive forward future changes and ensure that evaluations of these changes are data informed. This would also provide a framework for staff to continually reflect on and develop their practice, based upon their own professional self-evaluation and vision for continuous improvement Teaching staff feel the pace of improvement change is appropriate and relevant to the school's current needs, and this is providing opportunity for developing innovation and creativity across the staff group. There is potential for this to develop further through professional collaboration across the STG, and this is welcomed by staff. In future, there is scope for senior leaders to consider using the additional staffing, currently available in school, to support teacher capacity further to lead and develop current improvement priorities. Parents believed that the leadership of the school was strong and relationships across the school community were equitable. Parents believed any decisions made by the Head Teacher were made with the best interests of the school as the focus. Parents would welcome further involvement in the development of the School Improvement Plan and would like to have regular communication regarding the impact of improvement change upon the outcomes for children.
1.5 Management of resources to promote equity	Theme 1- Management of finance for learning
What procedures do we employ to ensure transparency and **equity** in the use of financial resources? How effective are systems for managing shared budgets to ensure a clear focus on promoting **equity**? How effectively does the school use resources to meet	The majority of finance available is used to support priorities identified in the SIP (spending on staffing and Maths resources). The school works successfully with the Parent Teacher Association (PTA) and this has a positive impact on resources available to learners. Learners are successfully accessing learning on the new Chromebooks and tablets (which have been funded through PTA activities). Teachers use smartboards effectively to support teaching and learning. The pupil council has also been involved in decision-making regarding the use on funds raised through the PTA.

the learning needs of all and ensure **equity**? To what extent do approaches to resource acquisition and allocation improve outcomes for all learners? How effectively does the school monitor the use and impact of available resources on learning and teaching?	The Head Teacher has been proactive in seeking LAC related funding (via the authority's Virtual Head Teacher for LAC) to support one pupil in the school who qualifies for this support. This funding has been used to purchase an IT device to support learning. The Head Teacher has identified that the need for transport to access activities beyond the village of Gullane is a barrier for some children. There is an opportunity to promote equity by addressing this issue. Tracking of participation and achievement would further support this aim. The school has been awarded £10,800 PEF funding (2019-20). Funds have been prioritised to purchase approximately five hours per week additional SfL time, which is used to enhance support to targeted individuals and groups (both in and outside the classroom) with the aim of closing the attainment gap. Maths Recovery training has been provided for the support for learning (SfL) teacher and two classroom auxiliary (CA) support staff. PEF funding is also being used to purchase Numeracy Academy classroom resources for all staff. All pupils attending Gullane PS are SIMD 7-10 (49% are SIMD 10). 5 pupils are FSME: three of these pupils are assessed by staff to be 'on track'. The school has therefore chosen to direct PEF funding to supporting the lowest attaining pupils in school. The Head Teacher meets four times a year with each Class Teacher, SfL and CAs to discuss the progress of each pupil. These conversations, taken together with 'on track' data, have been used to identify a cohort of fourteen pupils (P3-P6) who are the lowest attaining in school and form the PEF intervention group. These pupils receive Maths Recovery teaching in a small group setting out with the classroom, delivered by the Support for Learning teacher or auxiliary staff. PEF funding is therefore supporting a SIP priority (numeracy) as well as being directed to 'closing the gap'. The PEF bid does not provide detail regarding evaluation measures and timescales to be applied. Maths Recovery baseline measures were taken prior to intervention and will applied again at a later date to show evidence of progress. Staff report that it is too early to be able to show impact at this stage. World of Work (WoW) clubs (for all pupils) make very good use of learning environments across the school which are used creatively to enhance learning. Pupils could be offered greater responsibility for managing school resources, thereby enhancing their learning e.g. involvement in running the school library and Wow clubs. The semi-open plan structure of the building presents some challenges which were named by both the Head Teacher and pupils. This is effectively minimized due to the good relationships between adults and

	children in school which minimizes disruption to learning. The use of space to facilitate easy access to play-based learning at the Early Level (P1) could be considered.

HGIOS 4 **Learning Provision**	

2.2 Curriculum	Theme 1 - Rationale and design
To what extent does the school's curriculum promote **equity** and raise attainment for all children and young people? To what extent does the school take account of all the factors that make it unique?	The curriculum is grounded in a shared commitment to securing children's rights and wellbeing. This is evident in the school's ongoing work around the themes of respect and resilience. The school values are reflected in all aspects as 'Respect'. Children are aware of this and it is reflected in all aspects of life at Gullane. Children also spoke about their growing awareness of the classroom focus on developing resilience and the impact that this can have on learning and life. They have an understanding of what this means, in terms of continuing to try their best when faced with challenges. Using this foundation, there is now scope for the future to plan and provide opportunities across the curriculum to build pupil independence and cooperation within pupils' learning, and to developing higher order thinking skills that would further develop resilience in pupils. There is evidence in teacher plans, timetables and pupil sample work of how the curriculum offered takes account of learners' entitlements and the four capacities whilst also reflecting the uniqueness of the school's setting. Literacy learning opportunities for pupils are provided through cross curricular provision, with a clear focus on teaching reading and writing skills to pupils through meaningful and purposeful contexts. As a result of the identified ongoing numeracy improvement work, the school should consider how meaningful cross curricular links to numeracy can be planned for and embed these further in planned progressions to ensure pupils are provided with more opportunity to apply their knowledge and skills to unfamiliar contexts. Partnership links to support key aspects of the curriculum and its design are strong, and this is particularly noted in the opportunities provided through World of Work clubs and links to business and enterprise. During the review visit, Primary 7 children were given the opportunity by the staff at Greywalls Hotel to contribute towards providing a fund-raising dinner to parents. In discussion with pupils, children expressed that they valued the opportunities provided through the World of Work clubs and enjoyed collaborating with children of different age groups whilst focussing on a variety of curricular areas. Pupils expressed an interest in developing this work on environmental themes, such as reducing the use of plastics, to complement the work they are already

doing on recycling. There could be even greater benefit to pupils if, in the future, specific planned learning experiences and outcomes were linked to these World of Work opportunities to provide a wider context for learning and embed further these links to the world of work.

There is scope to work together with stakeholders to develop a visual representation of Gullane Primary School's curriculum rationale in order to further promote and sustain an aspirational vision for the school's curriculum. This strategic overview can be used to underpin a shared understanding of the purpose and design of the curriculum and ensure a clear vision and rationale for the curriculum is shaped by the shared values of the school and its community.

Children indicated that they would appreciate greater variety in the approach to their curriculum. Some felt that an aspect of learning went on for too long, that they were being asked to repeat work they had already covered in a previous year group or that they would benefit from more choice when writing stories or poems. Professional enquiry into the impact of the curriculum, backed by research into current effective practice, would allow the curriculum to further develop children's skills and achievements.

2.3 Learning, teaching and assessment	Theme 1 – Learning and engagement Theme 2 – Quality of teaching Theme 3 – Effective use of assessment
How well are we enabling learners to become independent learners and develop the four capacities? How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? How well do we communicate the purpose of learning and give effective explanations for all learners? How well do our questioning strategies enhance learners' experience and enable higher order thinking?	During the review visit, the review team observed twenty four learning instances across all classes, with a focus on pupil learning in literacy, numeracy, health and wellbeing and other curricular areas. To complement these observations, the review team sampled examples of pupil work, samples of teacher planning, discussed learning with sample groups of pupils and engaged teaching and support staff in dialogue regarding the quality of learning experiences provided to pupils. In discussion with parents as part of a focus group, and also during a parent workshop with pupils, all parents complimented the school on the caring environment for learners and reported that their children were happy, secure and confident. Parents recognised that all teaching staff were highly committed to the learning and support of their child, and felt confident and welcome to approach teaching staff to discuss concerns or queries that they might have regarding their child's learning and progress. In all lessons observed by the review team, the learning environment was calm and purposeful and clearly demonstrated the school value of respect. Learning intentions and success criteria were observed in almost all lessons and these were shared with pupils at the beginning of lessons and occasionally were reviewed at the end of a lesson. There is scope to revisit success criteria during lessons to support feedback, questioning, and self and peer evaluation. This will help to support

appropriate pace and challenge for all pupils, and further develop the level of pupils' engagement in their learning. In most lessons observed, pupils would have benefited further from opportunities for them to cooperate together more in their learning, and also to be provided with more opportunities to lead their learning in terms of creativity, problem solving, and independence in order to build resilience within the learning context.

Teacher planning evidenced a clear commitment from all staff to engage with East Lothian Curriculum Frameworks, thus providing a shared understanding of standards and expectations, particularly in relation to literacy and numeracy. Teachers have developed this understanding further, through collaborative working with other North Berwick schools, to improve their professional confidence in the use of assessment approaches to assess pupil achievement of a Curriculum for Excellence level.

Overall, the quality of sampled pupil work and performance in literacy focus groups was appropriate to the expected standards at P4 and P7. Samples of writing jotters showed evidence of pupil progress overtime, with evidence of teacher feedback providing pupils with an understanding of what they were doing well and what they should focus on to improve as a writer. There is capacity for this approach to be used across all classes more consistently and to ensure that feedback relates to the identified success criteria for the lesson.

There is evidence supported by the school's internal tracking system, along with evidence from observations and pupil work sampling, that most pupils are making the expected progress in literacy and numeracy appropriate to their age and stage. There is also evidence that some pupils are working beyond these expected standards, and there is scope for teachers to consider how best to challenge these particular pupils further. To offer further success to pupils, lessons should be planned to provide greater differentiation for learners in a class, thereby providing more appropriate challenge for pupils in all areas of the curriculum. To further support personalisation and choice, and reflect the differing learning styles of pupils, more opportunities to enable learners to select and make use of high-quality resources and equipment could also be considered. These aspects will support and lead to continued improvements in the pace of learning for some pupils, and also to promote further creativity and independence in learning for all.

Parents in the focus group welcomed the use of their child's learning log and would like further information to ascertain whether or not their child was on-track. Parents also welcomed the increased frequency of reporting throughout the year through the Learning Conversations initiative between parents, pupils and teachers.

HGIOS 4 Successes and Achievements	
3.1 Ensuring wellbeing, equality and inclusion	Theme 3- Fulfilment of statutory duties Theme 4- Inclusion and equality
How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? Can we be sure that all staff guidance? How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty? How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?	The ethos at Gullane primary school reflects well the chosen priority of 'respect' (expressed in the school's vision, values and aims and the school's single 'rule'). There is a caring ethos across the school and relationships between adults and pupils and between pupils are very positive. School staff get to know the pupils very well and respond quickly to any changes they notice which may indicate a wellbeing concern. Almost all children report feeling safe in school and most children feel they are treated fairly and with respect. Pupils report very positively about relationships throughout the school and the support available to all pupils, whatever the nature of the concern. Pupils are confident that any concerns expressed will be listened to and that peers and/or adults would be able to help. Incidents of bullying are infrequent but when they do occur they are dealt with using Restorative Approaches. Pupils value the opportunities they have to work co-operatively during world of work (WoW) clubs and through the P1-P7 and P6-Nursery buddy systems. Partnerships with the local community enables provision of a wide range of activities on offer during WoW clubs. Pupil express they would like more frequent opportunity to work co-operatively in pairs/small groups and would like to be given more responsibility and choice in the classroom and in the wider life of the school. Such enhancements would complement well the aims of the Resilience programme being delivered across all year groups this session. The Head teacher reported that all staff complete the required LearnPro modules. In addition the SfL teacher and HT have attended LA training on Included, Engaged and Involved Policy. Staff and pupils are not all sufficiently aware of GIRFEC policy and terminology. Wellbeing indicators are not evident in the systems used universally to assess, plan and review all children's development. The attendance rate at Gullane is ninety-six percent and there have been no exclusions this session. Family holidays are the main cause of non-attendance at school. If children arrive late at school this is noted and is followed-up without delay by engaging positively with the family. A small number of pupils have English as an Additional language. Twenty-five children have identified Additional Support Needs (ASN). The majority of these children are Universal level, whilst six have a Child's Plan. Two children at the school receive Exceptional Needs funding (Targeted). There are no children who require an Individual

Education Plan (IEP) or a Positive Support Plan. One child in the school is LAC and is assessed as not having ASN. The additional support need arising for the majority of pupils is dyslexia/ low attainment in literacy.

Child's Planning meetings involve the relevant partners and provide a detailed note of assessed needs and interventions. Action points follow from the discussions held and are reviewed at the following meeting. It is positive that this session has seen the beginning of all pupils being actively involved in their learning conversations and setting their own targets. The SfL teacher is considering how to involve pupils who have a Child's Plan to a greater extent in the planning and review cycle.

Children identified as not 'on track' are withdrawn from class in order to work with an adult 1:1 or in small groups on the relevant curriculum areas: SfL and CAs generally deliver these interventions. The SfL meets on a weekly basis with class teachers to share information about progress. Interventions are felt to be sometimes having a clear impact. For the 25 children identified as having ASN (which includes the PEF group) there needs to be systematic planning and review of SMART targets within class plans so that clear progress is evidenced and supported across both contexts.

In one case a CT decided to use the CA to be with the class, allowing the CT some protected time with a pupil who needed support. This facilitated the development of a stronger key relationship between the CT and pupil, in turn leading to improvements in learning for this pupil.

The Support for Learning teacher offers consultation to class teachers to develop strategies to support inclusion. There is some evidence of curriculum differentiation in class teacher planning. There is scope for greater differentiation of learning within each class which would reduce the need for pupils to be withdrawn and would support a more inclusive model of teaching and learning for all.

3.2 Raising Attainment and Achievement	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
How well are the school's approaches to raising attainment improving outcomes for children and young people? How well is the school's focus on literacy and numeracy leading to raising attainment across the curriculum?	**Attainment in literacy and numeracy** There is a structure for attainment and tracking meetings, applied across the school at planned points of the year, providing consistency in approach and use of assessment data. The system used to track pupil attainment and rate of progress effectively uses a variety of contextual data and information to build a holistic picture of each learner. This information is considered well, when used alongside ongoing assessment evidence from the classroom, to identify and plan interventions and support for pupils with additional

How well is evidence from tracking meetings, professional dialogue and assessment used to measure progress over time?
 	
How well is assessment used to inform teacher judgements?
 	
How well are personal achievements tracked, valued and recognised?
 	
How well does the school work in partnership including with local businesses?
How beneficial is the school's outdoor learning?
 	
How well is the school removing barriers to learning and ensuring **equity** for all?
 	
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?
 	
How well has the school raised the attainment of the most disadvantaged children and young people?
 	
How well is the school removing barriers to learning and ensuring equity for all?
	literacy or numeracy needs. This informs discussions between the Head Teacher, Class Teacher and Support for Learning Teacher to review the balance between appropriate levels of universal class teacher support and the need for additional support from the Support for Learning Teacher or classroom assistants.
	
	The Head Teacher has begun to track pupils' rate of progress over time to analyse the impact of planned interventions and better inform professional dialogue around expected standards of pupil attainment. This dialogue continues to support the development of teacher confidence in terms of professional judgement of pupil attainment levels. This dialogue is underpinned by the use of East Lothian Curriculum Frameworks and the National Benchmarks to support professional knowledge and understanding of expected standards in relation to pupil attainment.
	This level of professional knowledge and understanding has also been supported through the moderation work carried out in partnership with other local schools. The school has begun to extend their moderation work with professionals from across their School Team Group. Staff are beginning to use digital technology to facilitate this, in particular the use of professional learning areas created using Google Classroom to collaborate with teaching partners in other schools.
	The Head Teacher recognises that there is scope for further professional development for teachers to ensure that curricular opportunities for more able pupils are related to their learning needs, rather than their particular class or stage. This will ensure that the level of challenge is appropriate for those pupils who are ready to progress to the next curricular level.
	
	Through the analysis of school level attainment data, based upon teacher judgement and relating to the achievement of the appropriate Curriculum for Excellence levels in June 2019, the following was noted:
	• In June 2019 attainment across the school in literacy was consistent with most pupils achieving the expected level in reading and writing, and almost all pupils achieving the expected level in listening and talking.
	   o In Primary 1, most pupils achieved Early level in reading and writing, with all pupils achieving Early level in listening and talking.
	   o In Primary 4, most pupils achieved First level in reading and writing, with almost all pupils achieving First level in listening and talking.
	   o In Primary 7, almost all pupils achieved Second level in reading and writing. All pupils achieved Second level in listening and talking.
	• In June 2019, numeracy attainment across the school was consistent with most pupils achieving the expected level.
	   o In Primary 1, most pupils achieved Early level in numeracy.

o   In Primary 4, most pupils achieved First level in numeracy.
o   In Primary 7, almost all pupils achieved Second level in numeracy.

Evidence from the school's tracking of pupil progress and attainment system, using results from standardised assessments administered at key points of the school year, support teacher judgement of pupil achievement of CfE levels. The school should continue to use these approaches to triangulate evidence sources to support teacher judgement, and build a picture of individual pupil's progress and attainment over time. The school should consider how the use of the SEEMIS Tracking and Monitoring module can support this approach in the future.

During the review visit, a sample group of 6 pupils from the Primary 4 and the Primary 7 stages carried out some structured tasks with the review team with a focus on both literacy and numeracy. The main observations were as follows:

P4 Literacy Group
All pupils had a positive outlook towards literacy, with many keen to discuss how parent helpers are involved in supporting reading groups in class during the week. Pupils reported being set reading homework twice during the week for a group reading book. Almost all pupils felt that the reading materials provided were challenging and appropriate to their ability. The pupils sampled described themselves as enthusiastic readers, who read other materials at home for enjoyment, including both fiction and non-fiction.
Almost all pupils read aloud an unfamiliar non-fiction text with accuracy, paying attention to punctuation to ensure that the meaning of the information was conveyed successfully. All pupils were able to select technical language from a passage that was relevant to the topic being investigated.
A sample of pupil writing jotters was viewed and discussed with pupils. Pupils were able to describe the purpose of different examples of their writing, and were also confident in describing aspects of their writing that they were improving. Most pupils were able explain how they were developing as a writer, and the different purposes that they wrote for. Jotter evidence showed examples of writing that had been developed over a number of lessons, providing opportunities for pupils to develop their ideas and skills for writing further within a familiar context. There was some evidence of written feedback relating to identified success criteria, thus identifying pupil successes in individual pieces of writing and also highlighting considerations for future development. There was also evidence of the use of self and peer assessment being used by pupils to reinforce the key focus for learning through the use of pupil led constructive feedback.

P7 Literacy Group

Almost all children in the sample were able to read a piece of unfamiliar text with appropriate fluency and accuracy. When reading aloud, all pupils used punctuation correctly to ensure that the contextual meaning of the information read was conveyed to others successfully. In discussion, pupils felt that in the most part, the materials that they read at home and in school are of an appropriate level of challenge for them.

All pupils were able to consistently identify information from an unfamiliar text to enable them to provide answers to set questions, designed to challenge pupils to recall items of information, use information to inform an opinion and to use information to justify their given answer.

In pupils' writing jotters, there was evidence to show consistency in approach towards the marking of pupil writing. Pupils explained how the approach used enabled them to recognise what aspects of writing they were having success in, and what they needed to focus on in order to make improvements.

Pupils sampled were able to describe and explain a variety of methods used to plan pieces of writing, and appreciated the opportunity to adopt the approaches that they felt best suited them. Pupil work samples evidenced that pupils were provided with writing opportunities on a regular basis. Pupils were able to elaborate on the different purposes for writing that they have experienced, with most evidence in jotters being of a fictional nature, sometimes related to topic contexts.

There was evidence of self-assessment and peer assessment being used by pupils, but consistent use of these approaches, when linked with well- designed success criteria, will embed the purpose of the learning to better effect. There was also evidence of written feedback in jotters identifying successes and next steps in learning. These, at times, are linked to the identified success criteria for the lesson. Consistent use of these approaches will provide evidence over time of the individual progress being made by pupils.

The pupils in the sample group felt that there was greater scope for them to use technology in the drafting and editing process rather than just for publication purposes. They felt that this would help them develop their typing and wider IT skills further, in a context that reflects the use of IT in the wider world. Pupils were able to describe how they use IT for research purposes relating to a topic and were able to describe their awareness of the importance of checking the validity and reliability of online sources.

P4 Numeracy Group

The Primary 4 group were keen to discuss their knowledge and most pupils, when discussing mental strategies, demonstrated a love of numeracy learning and indicated that they liked to be challenged.

Most pupils confidently discussed their strategies within addition and subtraction. All pupils were able to count forwards and backwards in 2s, 3s, 5s and 10s from a variety of starting points and were able to relate this to multiplication and division.

Pupils demonstrated an understanding of the commutative law and could use the correct mathematical vocabulary when discussing the four operations.

P7 Numeracy Group

The pupils sampled were motivated and enthusiastic when discussing their learning and attainment in Numeracy. In the focus group, most pupils were able to confidently discuss their strategies within addition and subtraction and could make efficient use of mental strategies and formal algorithms within the four operations.

Pupils could confidently use important language associated within the numeracy frameworks and could use the correct terminology for place value; tens, hundreds, thousands etc. Pupils could also use BODMAS (order of operation) to solve equations successfully.

Pupils demonstrated a developing understanding of multiplication and division and used a combination of jottings and formal algorithms to justify their solutions.

In conversation, a few children were able to discuss their individual targets and were keen to challenge themselves in Maths and Numeracy.

Attainment over time

Based upon the school's attainment data for the previous four sessions, for the period 2016 to 2019, most pupils at the P1, P4 and P7 stages achieve the appropriate level of attainment in Literacy and Numeracy. At key stages across the school, the following attainment trends were noticed:

- Primary 1 Attainment
  - Reading – a positive attainment trend over time, with most pupils achieving the expected level in 2016 and 2019, and almost all in 2017 and 2018.
  - Writing - a positive attainment trend over time, with most pupils achieving the expected level in 2016 and 2019, and almost all in 2017 and 2018.
  - Talking and Listening - a positive attainment trend over time, with almost all pupils achieving the expected level in 2016, 2017 and 2018. All pupils achieved the expected level in 2019.
  - Numeracy - a positive attainment trend over time, with most pupils achieving the expected level in 2016 and 2019, and almost all in 2017 and 2018.
- Primary 4 Attainment
  - Reading – a positive attainment trend over time, with almost all pupils achieving the expected level in 2016 and most pupils in 2017, 2018 and 2019.

- o Writing – a fluctuating trend over time with almost all pupils attaining the expected level in 2016 and 2017, the majority in 2018 and most pupils in 2019.
- o Talking and Listening - a fluctuating trend over time with almost all pupils attaining the expected level in 2016 and 2019, and most pupils in 2017 and 2018.
- o Numeracy – a fluctuating trend over time with most pupils attaining the expected level in 2016, 2017 and 2019, and the majority of pupils in 2018.
- Primary 7 Attainment
  - o Reading – a fluctuating trend over time with the majority of pupils attaining the expected level in 2016 and the majority of pupils in 2018. In 2017 and 2019 almost all pupils achieved the expected level.
  - o Writing - An improving attainment trend over time with the majority of pupils attaining the expected level in 2016 and 2017, and most pupils in 2018. In 2019 almost all pupils achieved the expected level.
  - o Talking and Listening – A consistent trend over time shows most pupils attaining expected levels in 2016 and almost all pupils in the last three years.
  - o Numeracy - A consistent trend over time shows most pupils attaining the expected level in 2016, 2017 and 2018. In 2019, almost all pupils attained the expected level.

Overall quality of learners' achievement
The school is currently developing their approaches further to be able to capture and monitor learners' wider achievement. There are some examples where the values of the school underpin the recognition and celebration of pupil achievement, for example weekly assemblies which refer to the values of the school.
Pupils have a variety of opportunities to contribute to the life and work of the school in terms of responsibility, citizenship, service and leadership. World of Work groups are an example of this.
Parents are involved in recognising and reporting achievements to the school, and these are shared with the community via the school's newsletters. During the review, parents attended a class assembly to share in their children's learning and this was followed by a workshop, where pupils had the opportunity to share their learning on the class project with parents and to demonstrate newly acquired skills and understanding. Overall, parents felt very happy with their child's achievement and the quality and level of support their child received in their learning.

There was evidence of children being provided with opportunities to take their learning out and about in the locality and wider area. These opportunities included residential excursions, class topic related visits, local authority events and enterprise based activities. Children were

able to talk about how these opportunities had impacted upon their confidence, responsibility and leadership within class and the school.

In the future, the school should consider how levels of participation and quality of wider achievement might be tracked, as part of their wider systems, to ensure that this information adds further detail to inform judgements on progress, achievement and attainment.

Equity for all learners
Across the school, the attainment levels of the most disadvantaged children have improved during the last four years, with the following points noted in June 2019:

- Reading: All pupils within this profile achieved the expected Curriculum for Excellence level.
- Writing: Most pupils within this profile achieved the expected Curriculum for Excellence level.
- Listening and Talking: All pupils within this profile achieved the expected Curriculum for Excellence level.
- Numeracy: Most pupils within this profile achieved the expected Curriculum for Excellence level.

Summary	
- Leadership - Capacity for improvement - Validation of the school's Standards and Quality report	There is evidence of effective leadership from the head teacher at all levels within the school and this is recognised by staff, pupils and parents. The work and life of the school is underpinned by a school vision based upon shared values and aims, understood by pupils, parents and staff. Teaching staff and support staff feel ownership over the planned priorities for improvement. The Head Teacher understands the need to monitor the pace of change to ensure opportunities for embedding improvement actions lead to sustainable change over time. There is opportunity to devolve the leadership of change further, thereby increasing capacity across the school community to plan, deliver and evaluate priorities and actions contained within future improvement plans. Over time, the school should ensure that their analysis of improvement evidence provides scope to measure the impact of improvement actions upon outcomes for learners in an increasingly rigorous manner. This will provide additional depth to self-evaluation approaches and judgements, whilst ensuring that these are clearly linked to school based improvement priorities.

Key Strengths
- The Head Teacher who values her team and knows the school and community well.
- The level of professional commitment from school staff towards the pastoral and learning needs of pupils.

- The polite and well-behaved children who are well-cared for by staff.
- There are examples of good classroom practices in learning and teaching.
- Involvement of the community and parents to support and improve the curriculum opportunities offered to children.

Areas for Improvement
- Consider the use of practitioner enquiry to provide additional measures of the impact of initiatives and approaches upon outcomes for children.
- Encourage children to be more independent and to develop skills to lead their learning.
- Increase challenge through consistent use of approaches to planning for differentiated learning.
- Through future moderation activities and professional dialogue, increase the rigour of using assessment to inform the planning of pupil learning.
- Develop a sustained whole-school focus on equity and excellence, through self-evaluation and robust evidence, to demonstrate impact for learners.

School QIO: Nick Trussler   Date of visit: 20th to 22nd November 2019

Focused Review Summary – Early Learning and Childcare
Gullane Primary School – Nursery Class

HGIOELC Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
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? What examples do we have of practitioners successfully collaborating with one another through critical enquiry? In what ways are we maximising opportunities for practitioners to work and learn together? 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? What positive impact has our planning for continuous improvement had on outcomes for children and families?	The nursery children were happy, engaged and confident in speaking to us as visitors to their setting. Staff-child interactions are extremely positive, supportive and caring. The nursery embrace the school rule which is simply 'RESPECT' which embedded in the life of nursery. The nursery is very much part of the school. They share a buddy system with P6 in preparation for the P1 - P7 arrangements during and following transition. They regularly use of other parts of the school and join in assemblies when relevant. Parents/carers are encouraged to be involved in the nursery, via Stay and Play sessions and as helpers and visitors they were able to bring their skills to be shared with all children. Parents/carers are kept informed about what's happenings in the nursery and school, e.g. nursery section within school newsletter, white-board detailing what's happening that day and the notice-board is relevant, clear and current. Suggest: visitors to the nursery are mentioned on the white board to inform parents to expect other adults within the nursery – if possible accompanied by a photograph. Children and families feel valued from the point they enter the building. Staff are visible and available to engage with parents/carers as required. Following the PIVITOL training the team have introduced a choice of morning greetings to welcome the children in. The Well-Being Indicators are shared with children in an innovative and meaningful way. Others settings may be interested in this thought-provoking practice, which the staff would be willing to share. Weekly Team Meetings take place and the whole staff are encouraged to contribute. All meetings are recorded with clear actions involving all practitioners. The nursery staff feel they are well supported by a strong leadership. The Head Teacher attends meetings when possible and makes herself available to give advice on self-evaluation and improvements. A dedicated nursery section within the school improvement plan helps to steer the staff in the right direction and shows nursery is an integral part of the school.

	The practitioners are highly motivated and have a good working relationship across the team where they share their skills and work to their strengths and interests. The staff team are open to new ideas and readily take on board suggestions and advice. Staff have attended training with the Support Teacher, and have regularly taken part in the Communities of Practice meetings. Sarah has also been attending the SEYP meetings which she has found valuable. A Self-Evaluation Floor Book is in place which is linked to the improvement plan. Suggest: CLPL page should be expanded to include identifying the impact on the setting and the children's learning.
HGIOELC **Learning Provision**	
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
How well do the practitioners motivate and engage all children? How do the practitioners know that all children are making very good progress in their learning? What information do they have? How do the practitioners enable children to become independent learners? How do the practitioners ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching? How do the practitioners ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching? How well does the information gathered about children's progress inform planning and improvement?	Staff listen to the children with interest and respond appropriately. They ensure that children know that their views are respected and acted upon. The learning environment is positive and nurturing where children feel valued, safe and secure. Practitioners ensure that the environment encourages quality learning and experiences. Suggest: Continue to develop the outdoor provision and learning experiences by introducing more loose parts and natural resources. The school's own literacy, numeracy & health & well-being trackers show progression and are discussed with the children and shared with the parents. Staff recognise that the use of tracking and Learning Stories help to support the children to reflect on their learning. Suggest: the staff encourage children to think about their own next steps. Planning is displayed in the staff base. Responsive planning shows immediate responses and actions to the children's interests. The organisational plan shows evidence of enhanced provision and experiences which develop the children's learning. Suggest: the responsive plan needs to show evidence of learning and possible lines of development to ensure learning has breadth, progression and depth. Staff use skilled questioning and interact in a sensitive, responsive and stimulating way to promote curiosity, independence and confidence.

	There is strong ethos of encouraging independence. As demonstrated in the lunch-hall, the children collect their own trays, plates and cutlery, and were encouraged to clear away afterwards.
HGIOELC **Learning Provision**	
2.2 Curriculum	Theme 3 – Pedagogy and play
What evidence is there that children are developing a positive attitude to learning? How do practitioners challenge and support for example creativity and problem solving with young children? How do practitioners engage in discussion and what examples are there of this working in practice? What routines and structures are in place? Do these support child-centred play?	The staff are engaging with the East Lothian Curricular Frameworks within their planning by way of an overview to document whole class coverage. Opportunities for creative problem solving are provided for children in a variety of areas. Relationships amongst the children in the nursery are positive. Peer relationships are caring and supportive The planning process is based firmly on play and active learning. Suggest: promote more challenge & choice for the children especially in the literacy and numeracy areas Suggest: Staff review accessibility of resources to enable the children to have more choice. The staff are responsive to children's needs and interests and "In The Moment" planning is in place. Suggest: This needs to be evaluated and further developed to include evidence of follow-up, impact and/or progression The daily choice of story encourages the children and parents to discuss different options and to make choices. Suggest: To avoid disappointment for some children who may not hear the story of their choice. This could be extended by having both stories read simultaneously in different parts of the room. Various routines and systems are in place and staff support the children well to embed these to ensure the smooth running of the nursery day. e.g. Getting ready for lunch and preparing to go outside
3.2 Securing children's progress	• 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

In what ways do we ensure children are making progress across all aspects of their learning and development? How do we ensure children understand their own progress in a meaningful way? Reflect on the current balance of adult and child initiated learning experiences. Are both leading to progress? What could be improved? How effective are our approaches to tracking progress and achievement? What needs to improve? How effective are we at sharing children's progress with parents/carers?	Building on the development of observations is essential to ensure children are making good progress across all aspects of their learning & development. Following CLPL lead by the Support Teacher, the team are using a new template. - Suggest: The team should continue to moderate observations to ensure consistency and consider the impact they have on the children's learning. Consultation with children is evident in the Learning Floor Book which shows what the children know & what they want to learn Literacy, Numeracy & Health & Well-being trackers are in place. While completing the trackers with the children they are encouraged to talk about their learning and achievement. - Suggest: All entries should be dated - Suggest: Staff should be fully aware of the learning cycle and be able to demonstrate links across planning, recording, assessment

Other Comments or Details

Key Strengths
- There is a nurturing and supportive ethos throughout the nursery where staff know individual children well.
- The leadership of the SEYP, together with the motivated and enthusiastic team, create an environment where children feel valued and ready to learn.
- Practitioners have made a conscious decision to have wall and interactive displays are at low level, resulting in the children readily engaging with them.
- Effective free flow between indoors and out is well managed with good communication between staff.
- All parents comments were positive, for example:
  - ✓ 'I am happy with the nursery environment'
  - ✓ 'Staff reassure my child and help her settle'
  - ✓ 'My child enjoys coming to nursery – never have any problem getting them there'

Areas for Improvement
- Continue to develop the outdoor provision and learning experiences by introducing more loose parts and natural resources.
- Provide more opportunities for mark making & literacy around the room.
- For all CLPL undertaken by the staff there needs to be a record of the impact on the children learning and the improvements within the setting.
- Consider more joint working across the Early Level to further develop play based learning opportunities in P1.

ELC Officer / Support Teacher: Mary Preston / Isobel Thomson

Date of visit: 20th - 22nd November 2019