

Focused Review Summary - Primary

Establishment	Cluster
Humbie Primary School	Tranent
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>Humbie Primary School has been in a shared headship arrangement with Saltoun Primary School since 2011. There is one principal teacher who is also the school's class teacher currently catering for children from Primary 1 to Primary 6.</p> <p>The school has experienced a period of uncertainty with a number of changes in leadership of the school over the past 4 years. Due to difficulties recruiting a substantive head teacher last session, a temporary shared headship is in place with Elphinstone Primary School. The substantive head teacher for Elphinstone Primary is now shared head teacher over the three schools until June 2020 to enable a recruitment campaign to take place whilst offering stability to the school. A temporary depute head teacher post has been created to support the head teacher and to provide extra leadership capacity across all three schools.</p> <p>The acting head teacher has approached the leadership of the school with energy and positivity. She is supported by the depute head teacher and is providing a clear sense of purpose and direction to take forward school improvement. She has worked to develop positive relationships and collegiate working amongst staff and she is creatively using staff skills to support improvements and address areas of need across the schools. Staff are positive about the leadership of the school. They feel empowered to make decisions based on their professional judgement and to engage in professional dialogue to develop their practice.</p> <p>There is an opportunity to develop a truly cohesive senior leadership team across the three schools to strategically take forward improvements. Further opportunities to meet and work collegiately as a senior leadership team on a regular basis could provide greater clarity of roles and responsibilities and a shared accountability for leadership of change.</p> <p>The acting head teacher has worked with the principal teachers of all three schools to develop a shared school improvement plan. Going forward, the senior leadership team should continue to review the school improvement plan to ensure it reflects the individual needs of the school, prioritising consistency in learning and teaching, curriculum pathways for literacy and numeracy and improved monitoring and evaluation.</p> <p>Due to the changes in leadership, the approaches to self-evaluation are inconsistent. There are plans to strengthen self-evaluation working with staff across the schools to monitor and evaluate the impact of improvement priorities. Staff have recently developed shared expectations for learning and teaching and there are plans to monitor and evaluate the impact of this work on the quality of learning and teaching through peer class observations. This has the potential to engage staff in critically thinking about evidence for improvement and should support a culture of shared accountability for improving outcomes for learners. Going forward senior leaders and staff should build on this to ensure self-</p>

	<p>evaluation is based on a range of evidence including robust data to inform school improvements.</p> <p>The principal teacher engages with professional learning to inform her practice. This has included a recent link with another school in the authority with a similar context of a single class catering from Primary 1 to Primary 7. The school should continue to build on these opportunities for collaborative working and professional learning across schools to ensure that the learning impacts positively on outcomes.</p> <p>The children in Humbie Primary have many opportunities to take leadership roles. They are highly aware of local and national issues such as environmental and political affairs and are able to engage positively through a variety of groups and committees.</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>The senior leadership team are currently gathering information about curriculum pathways and auditing resources to deliver this. There are plans to develop and create consistent curriculum pathways for writing and reading this session. Weekly curricular plans show a significant focus on Numeracy and Literacy on a daily basis. Overall there is an appropriate balance across the curriculum. The school should ensure that there is a clear yearly overview of planned learning and teaching, including a rationale for interdisciplinary learning and discrete subjects in order to develop skills progression.</p> <p>The school has not formally embarked upon the development of a refreshed curriculum rationale, although the unique context of the school is well understood and supported by staff and parents. The wider community supports many learning opportunities which can enhance the curriculum. Going forward the school needs to ensure that these contributions are relevant, purposeful and progress the learning.</p> <p>Following a consultation the development of a rationale should be a priority in the coming months.</p> <p>There is evidence that the ELC Curriculum Frameworks are used throughout the school to support planning. The SLT have identified that programmes and courses now need to be considered to support effective progression pathways, which develop skills through the stages. This needs to be a priority, particularly for literacy and numeracy.</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</p>	<p>During our visit to Humbie Primary the review team observed 6 learning episodes.</p> <p>The school is at the early stages of exploring learning through play. Current practice involves the Primary 1 and 2 children using the play zone for literacy and numeracy whilst the older children are taught in the main classroom. The school should review this to ensure the play is supplemented and supported by the</p>

<p>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>classroom teacher, within the classroom environment. This will enable the class teacher to have an overview of the learning and progression for the whole class and model appropriate support and interventions for classroom assistants.</p> <p>Overall explanations are clear and questioning is used to recall information and develop curiosity. There is scope to include more high order questioning to deepen thinking. The school has engaged with making thinking visible to develop thinking skills, particularly around planning inter-disciplinary learning. There is scope to further develop this to engage the children in higher order thinking skills within lessons.</p> <p>In a few lessons, learning intentions are displayed to frame the learning. However, there needs to be a coherent link between the planning, the activities and the assessment at an appropriate level of challenge to ensure children understand how to progress their learning. The language of learning needs to be more explicit, with less focus on the activity and more focus on the purpose and progression of learning.</p> <p>In the most effective lessons, formative assessment is used to direct next steps. Currently, next steps are very much identified and led by the teacher. Overall feedback of progress, achievement and next steps needs to be a regular feature to ensure children understand where they are in their learning and what they need to do to progress.</p> <p>In a few lessons, there is effective differentiation to meet the needs of learners within and between stages. Learning and teaching could be more challenging and individualised to meet the needs of all learners. Children's engagement would be increased further with a brisker pace of learning.</p> <p>There is some evidence of standardised assessment to gauge progress. The school should now further develop their approaches to planned periodic and ongoing assessment including high quality assessment to demonstrate breadth, challenge and application of learning.</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>Staff know children and families well and provide a nurturing and caring ethos for learning within the school. Children are encouraged to support each other and be part of the school and wider community.</p> <p>Staff are helping children to develop an understanding of the United Nations Convention on the Rights of the Child and how the articles relate to their own experiences in school. The school has achieved a Rights Respecting School Bronze Level Award and are now working on Global Goals. This is impacting positively on helping children understand the importance of their rights and how they impact on good physical and mental health. Children engage regularly with the Wellbeing Indicators and use these to understand and assess to their own health and wellbeing. These are shared with parents and carers at Parent's Evening.</p> <p>Children are supported in classes to meet their learning, social and emotional needs. The Headteacher and staff demonstrate a strong commitment to and understanding of the principles of GIRFEC, inclusion and equity for all. The staff are aware of their roles and responsibilities in relation to legislative requirements for keeping children safe and meeting their care and learning needs. Across the</p>

<p>How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?</p>	<p>school, the staff have undertaken recent training in CIRCLE, Managing Distressed and Challenging Behaviour and SEEMIS pastoral notes. These should help them develop their approaches to universal and targeted support. Support staff are developing their understanding of restorative practice.</p> <p>The head teacher is developing an overview of the support for learning across the school. The school provided information on how they identify children who require support. A more robust tracking system would ensure that interventions are monitored appropriately to evaluate the impact on children's wellbeing and attainment for all children facing barriers to learning. The class teacher works closely with the support staff to plan, evaluate and identify next steps for pupils in order to plan learning experiences.</p> <p>Across the school children do not always demonstrate respectful and appropriate behaviour towards staff or each other. Recently staff have undertaken training in the Pivotal approach to behaviour management. They should now use this training to establish high expectations and consistent approaches to support positive behaviour across the school in line with their values of collaboration, love of learning, ambition, respect and kindness. This will support children to become more engaged in their learning, develop independent learning skills and promote a wider climate of respect and responsibility across the school.</p> <p>All pupils have a voice in improving the school through school committees including Eco Committee and Junior Road Safety Officers. The school has recently achieved their 8th Green Flag Award. Children access resources and participate in a wide variety of learning to explore issues such as different cultures, friendships and personal wellbeing. As a result, they have a good of understanding of issues such as poverty and sustainability. The school should now continue their learning to further explore issues related to equality and inclusion.</p> <p>The school works well with a range of partners to provide children with opportunities to take part in a range of activities out of school. Parents are very supportive of the school and are keen to participate in pupil's learning. The school is well supported by the local community and have been involved in events such as the community café.</p> <p>The school have been working with Parent Council with a keen focus on equity. The Parent Council have recently provided new school uniform promoting the new school logo for each child in the school and have raised money to fund all school trips.</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</p>	<p>The school uses a variety of resources to develop and assess literacy skills.. These include Read Write Inc., Accelerated Reader and Single Word Spelling Test. Numeracy and mathematics is delivered through the East Lothian Curriculum Framework.</p> <p>The school is at the early stages of developing a comprehensive tool to track attainment in literacy and numeracy. Currently, teacher judgement informs progress. The use of summative and standardised assessment evidence supports teacher judgement however there is scope to add rigour to the process to better inform learning interventions. Going forward this should inform the pace and challenge of learning activities for every child.</p>

<p>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?</p> <p>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>The school is developing its approaches to tracking individual attainment over time, which will support the school to ensure children are making appropriate progress. There is scope in the school for further use of valid, reliable and varied assessment to be used to inform planned learning and teaching and to track progress and attainment.</p> <p>There are plans for attainment and tracking meetings to take place at key points in the year to inform next steps in planned learning and appropriate interventions.</p> <p>The Support for Learning teacher offers support in consultation with the class teacher in meeting children's needs. They now need a more robust approach to the use of data to identify children's barriers to learning and appropriate interventions. This robust approach will support the evaluation of interventions to ensure they impact on progress and achievement.</p> <p>In a first and second level focus group children were able to talk confidently about their reading. Almost all pupils were able to read an unfamiliar text with accuracy, respond appropriately to punctuation and show understanding of a text.</p> <p>At first level children use good decoding strategies to attempt unfamiliar words. They were able to comment on effective choice of words and express an opinion, backed up with supporting detail on why they liked or disliked the text. At second level pupils can determine the meaning of unfamiliar vocabulary using contextual clues. They were able to offer suggestions for up-levelling a sentence and discuss their reading and writing targets.</p> <p>At early level pupils are developing their literacy skills through Read-Write-Inc. At first and second level children have some planned opportunities to write across the curriculum, e.g. health and wellbeing. However, presentation and application of writing skills across learning is not yet consistent. The school should now increase opportunities for personalisation and choice in writing and the further development of skills through breadth, challenge and application.</p> <p>Across the school staff now need to ensure that pupils develop their literacy skills through well planned learning experiences and show appropriate progression regular ongoing and periodic assessment. Rigorous tracking and moderation against the benchmarks would support teacher's professional judgement.</p> <p>At Early Level children are experiencing numeracy and mathematics through play.</p> <p>A focus group of first and second level pupils could demonstrate a variety of mental and written numeracy skills in problem solving. At first level pupils have a good understanding of place value and were able to talk about their thinking and numeracy strategies. Pupils confidently discussed their strategies within addition and subtraction and were able to demonstrate their knowledge of number structures throughout.</p> <p>At second level children were able to describe the value of a digit in a number up to 1 million and demonstrated secure knowledge of two digit multiplication. They were comfortable with the language of numeracy and were beginning to develop their understanding of the relationships between fractions and decimals.</p> <p>There is scope to improve attainment in numeracy and mathematics further through engagement in the East Lothian framework to plan learning and assessment that provides all children with appropriate pace and challenge and reinforces real life applications for mathematics and numeracy. The school should look for opportunities for the children to further develop their mathematics and</p>
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	<p>numeracy skills through breadth, challenge and application across the curricular areas.</p> <p>Personal achievements are clearly valued and recognised across the school. Most pupils could talk about the school values and give examples of these in action based upon their day to day experiences. They were able to relate these to their Rights Respecting Schools work. There are a range of opportunities for the children to develop skills within and out with the school and good use is made of local community contacts. Examples include residential trips, school trips, clubs and pupil committees (e.g. Eco group). The school celebrates pupil achievement through congratulatory notes home, school displays and offering opportunities for the pupils to present and perform to the rest of the school. They school intend to build on this to track achievement more widely.</p> <p>There are a range of opportunities for the children to develop skills in and out with the school. Examples given by pupils include residential trips, school trips of a sporting or cultural nature, opportunities to learn alongside pupils from other schools and opportunities for pupils to contribute to decisions around curriculum contexts</p> <p>There is a clear sense of school identity and a pride of their place in it. All children spoke highly of the adults in school and the feel that they are listened to and treated equitably.</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 review team is confident that there is capacity within the school and the Senior Leadership Team to drive forward the identified improvements. However, there is still uncertainty due to the upcoming recruitment for the substantive head teacher. This needs to continue to be monitored. The school should use the feedback from the review to inform and review the evaluations within the Standards and Quality Report.</p>
<p>Key Strengths:</p> <ul style="list-style-type: none"> • The development of collaborative approaches across three schools to support school improvement • The principal teacher's care and commitment to the children and the school community. • The community support for the life and work of the school. • The welcoming and creative learning environment. • Children who are happy, friendly, articulate and proud of their school. <p>Areas for Development:</p> <ul style="list-style-type: none"> • Embedding the values of the school to support learning behaviours and relationships. • Improve learning and teaching to better meet the needs of individuals and raise attainment, increase the level of challenge in tasks and activities including during play-based learning. • Improve approaches to assessment, tracking and monitoring of progress, achievement and attainment over time. • Review the curriculum to ensure appropriate learning pathways. 	

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Date of visit: 19/11/19 – 21/11/19