

Summarised inspection findings

Longniddry Primary School

East Lothian Council

12 September 2023

Key contextual information

Longniddry Primary School is situated in the village of Longniddry in East Lothian. It is part of the Prestonpans Associated Schools Group. Almost all children move to Preston Lodge High School at the end of P7. The senior leadership team consists of a headteacher and a depute headteacher. The headteacher has been in post for 10 years. The current school roll is 184 children arranged across eight primary classes.

A majority of children live in Scottish Index of Multiple Deprivation (SIMD) data zones eight to 10. Longniddry's allocation for Pupil Equity Funding (PEF) is below the median allocation to all primary schools in the local authority and nationally. The school reported that 16.3% of children have additional support needs.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Staff ensure that all children at Longniddry Primary School are valued and encouraged to do their very best. The school's motto of 'learning to live, loving to learn' is enacted through the school values of respect, creativity, responsibility, empathy and perseverance. The senior leadership team recently refreshed the school's vision, values and aims in consultation with children, staff, parents and the wider community. These are closely aligned with children's rights and are recognised and understood by all those connected with the school. Staff ensure the school values are embedded across all aspects of daily life and underpin to the school's ethos. Children know the relevance of the values very well and talk confidently about how they show them in their interactions and experiences.
- The highly effective leadership of the headteacher is a driving force for improvement across the school community and local authority. She is a strong, capable and visible leader who sets a positive tone and leads by example. The school community hold her in very high regard and appreciate her kind and supportive leadership style. The headteacher is aspirational for each child and promotes an education which meets the needs of all and inspires a love of learning. She is supported ably by the depute headteacher. As a senior leadership team, they have clear remits and responsibilities which make best use of their individual skills and expertise. Together they ensure that all staff maintain very high expectations for all children. Partners feel supported by the headteacher to work collaboratively to support children.
- Senior leaders have a very good understanding of their local community. They know the social, economic and cultural context of the local community very well. They are aware of the potential challenges arising from the cost of the school day and the current cost of living crisis. They use this knowledge successfully to ensure approaches to wellbeing and participation are responsive and sensitive to the needs of children and families. The headteacher has a strategic plan for Pupil Equity Funding (PEF) to target support for identified children.

- Senior leaders have developed and implemented very effective systems and processes to help them gather a clear, accurate picture of overall school performance. Their approaches to quality assurance and self-evaluation are thorough, rigorous and robust. All staff contribute to self-evaluation using How Good Is Our School? 4th edition (HGIOS4). They work together to agree future actions to improve practice and outcomes for children. Senior leaders identify improvement activities that are well aligned with strategic plans. These include opportunities for all stakeholders to share their views and contribute to continuous improvement. As a result, priorities for improvement are built on a sound rationale and are clear and have measurable outcomes identified.
- Parents, partners and children share their views in a variety of ways including through surveys, the Parent Council and pupil-led groups across the school. All staff and children demonstrate a strong commitment to children's rights within the school. Pupil participation is evident in decision-making and change. Children across the school influence improvement and use How Good is OUR School? (2018) well to provide feedback during 'Focus Friday' sessions. Senior leaders identify the need to involve the wider parent body further in the evaluation of the school's work. This will support parents to help identify areas for improvement in more regular and meaningful ways.
- Children have a very good range of opportunities to participate in committees and undertake leadership roles including house captains, buddies, Rights Respecting Schools, Junior Road Safety Officers and Climate Club. As a result of these opportunities, children are developing their leadership and citizenship skills and contributing meaningfully to decision making across the school. Staff should continue to build on the opportunities children have to develop their leadership roles in the school. In doing so, children should take increased responsibility to evaluate and influence continuous improvement.
- All teachers willingly take opportunities to lead school improvement activity. They undertake roles which are linked to improvement priorities or staff interest. These are identified through annual professional review and development processes. This enables teachers to play an increased role in working together to influence school improvement. As a next step, senior leaders should encourage all staff to take on leadership roles to ensure everyone takes an active role in leading change and improvement. The headteacher has a clear strategic vision for the deployment of staff and their associated roles and responsibilities. This is impacting clearly and positively on practice across the school.
- Staff speak positively about the quality and relevance of professional learning opportunities. All teachers engage very well in professional learning and development. They have engaged in research to support improvements to learning and teaching. For example, a few teachers researched and implemented approaches to making children's thinking more visible in their classrooms. They shared this learning with colleagues to influence practice across the school. As a result, children are increasingly able to explain the strategies they use in their learning and think more critically. Teachers regularly evaluate the impact of professional learning on their own practice using the professional standards. Partners have supported the delivery of professional learning. Staff's engagement with a range of professional learning opportunities within the school and beyond is leading to improved approaches to learning and teaching across the school.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders and staff create a very positive, nurturing and inclusive learning environment where everyone is supported and encouraged to do their very best. All staff understand children's rights very well and contribute to these being thoroughly embedded in the life and work of the school. This has a very positive impact on children's experiences and their interactions with staff and peers. Relationships between all staff and children are warm, caring and respectful. This is a strength of the school. Staff regularly refer to the school's values across all stages and environments including the lunch hall and playground. Children can talk about how they demonstrate the values both in school and in their lives beyond school.
- In all classes, almost all children enjoy learning and engage well in a wide range of learning experiences. In almost all lessons, teachers plan learning effectively, to take account of children's interests and offer appropriate levels of challenge. A few children would benefit from greater pace and challenge in their learning. Staff encourage children to persevere in their learning and view mistakes as opportunities to learn. Children use a range of strategies which help them to learn effectively, becoming resilient learners as a result. They understand the purpose of their learning well and know what they have to do to be successful. Children talk about the relevance of their learning to real-life situations and the world of work. They describe in detail why it is important to understand concepts such as money or sustainability. Almost all children are confident and keen to share their successes and can talk about their next steps.
- Children contribute fully to the wider life of the school through a range of leadership roles and pupil voice groups. Children know that they are listened to and that their views are acted upon. As planned, senior leaders and staff should continue to develop approaches which offer children greater opportunities to lead their own learning.
- Overall, the quality of teaching across the school is very good. Teachers have a shared understanding of high-quality learning and teaching and adapt their practice and resources to fit 'the Longniddry way'. This ensures their teaching promotes high expectations for all, suits their community and context, and meets the needs and aspirations of children and families. Almost all teachers' explanations and instructions are very clear. Almost all teachers use questioning effectively to check for understanding, extend learning and promote children's higher-order thinking skills. They provide helpful and timely feedback across all areas of the curriculum, which helps children to make progress in their learning. Staff should continue to develop the creative use of digital technologies to enhance children's learning experiences and develop their digital skills progressively.
- Teachers are at the very early stages of exploring how play pedagogy can support the needs and interests of children in the early stages of primary. As planned, senior leaders and staff should refer to the national guidance, Realising the ambition: Being Me and engage in local authority opportunities for relevant professional learning. This will help to develop their

understanding of how the learning environment and their interactions can enhance children's experiences through play pedagogy. Staff should explore further how collaborative working across early level can support children's transitions and continuous progress between the nursery class and P1.

- Teachers use a range of assessment approaches to identify what children know and can do. They plan assessments where children apply their learning in different contexts and use National Benchmarks to make judgements on the progress children are making. Staff work very well together as a team, frequently discussing learning, progress, attainment and achievement. They keep children at the heart of these discussions, striving to get the best outcomes for individuals. Teachers engage in a variety of moderation activities and have shared expectations of the standards to be achieved at key stages. All teachers are participating in a greater number of moderation activities with colleagues across the associated schools group, with a particular focus on writing. They have reflected on their standards realise that their high expectations are resulting in attainment data which is potentially inaccurate. Senior leaders and staff should continue to engage with colleagues across the cluster and reflect on their use of National Benchmarks to ensure they are capturing children's progress accurately.
- Senior leaders meet teachers at three key points during the year to discuss children's progress in literacy, numeracy and health and wellbeing. They maintain meticulous records which help them to track and monitor children's progress in cohorts, identified groups and individuals. Staff use this information very well to identify children who may require additional support. Senior leaders and staff plan appropriate resources or interventions for children to help them make expected progress. The depute headteacher provides targeted support very effectively across the school. Staff skilfully use data to monitor the impact of these interventions on outcomes for children. This includes monitoring the progress of children who may face barriers to their learning. This helps all participating children to make accelerated progress in their learning.

2.2 Curriculum: Learning pathways

- Teachers use local authority curriculum frameworks linked to Curriculum for Excellence (CfE) experiences and outcomes and National Benchmarks in all curricular areas to plan for children's learning. They use these effectively to support children to build on their prior learning and ensure appropriate progression for learners.
- The school's curriculum is based on a strong commitment to recognising children's rights and wellbeing. As planned, staff should now work with the whole school community to continue to develop their curriculum rationale to reflect the unique context of their school.
- Children regularly access library areas linked to their accelerated reading programme. In addition, each class has a well-resourced library area to support the development of literacy skills and teachers make effective use of these resources. Staff should review the books available in the libraries on a regular basis to ensure a diverse range of texts are being promoted.
- Across the school, most children benefit from regular opportunities to learn through outdoor learning including opportunities such as the John Muir Award, Bikeability and weekly trips to the local Gosford Woods. The majority of teachers make effective use of the local community on a regular basis to enhance learners' experiences. Staff should continue to build on this effective practice by ensuring that there are regular, planned and progressive opportunities for all learners to have access to quality outdoor learning.
- Teachers use progressive planners to ensure children experience progression and depth in learning French from P1 to P7. As planned, staff should introduce a third language. This will ensure children receive their entitlement to experience a full 1+2 languages approach.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff work well in partnership with parents. Parents are very supportive of the work of the school and almost all feel comfortable approaching staff and senior leaders with concerns, questions or suggestions. Almost all parents say that their child is making good progress. Almost all parents indicate that their child enjoys attending the school and is treated with fairness and respect.
- The Parent Council is highly supportive of the work of the school. They have established a system of class representatives to seek parental feedback. Recently, parents have worked with school leaders to review and improve the format of children's annual progress reports. In addition, parents raise funds to provide a range of resources and enhance learning opportunities for children.
- Staff value parents' support. A few parents have supported the school by speaking to children about their jobs as part of a focus on skills for learning, life and work. Senior leaders seek parents' views regularly and use their feedback to inform developments and improvement priorities. Parents welcome the regular communication they receive about the work of the school from senior leaders and staff. Staff use a range of communication approaches effectively, including social media platforms, email, newsletters and the school website.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Longniddry Primary School is an inclusive and nurturing learning environment. All staff ensure that children's rights permeate all aspects of the school's work and underpin very effective approaches to ensuring equality, wellbeing and inclusion. The headteacher is a strong and proactive advocate for children. Together with a committed staff team, she has established a positive ethos and highly effective systems that support children to feel safe, successful and supported.
- Teachers deliver a broad and balanced health and wellbeing curriculum that supports the development of skills and knowledge in key areas. It is based on the experiences and outcomes, the wellbeing indicators and children's rights. Almost all teachers are confident to adapt activities to meet the needs of the children and ensure that contexts are relevant. As a result, almost all children experience a range of learning opportunities that enable them to understand fully all aspects of their wellbeing.
- Children's rights are central to the work of the school and the whole community has developed their shared understanding of the United Nations Convention on the Rights of the Child (UNCRC). Longniddry Primary is a Gold level Rights Respecting School. Almost all children speak confidently about their rights and those of others, successfully linking them to all areas of the curriculum and real-life contexts. Children have clear ownership of their class charters and understand the relevance to their school values and nurturing principles. Almost all children feel that they are respected by staff and that their views are valued and acted upon. The children who are part of the Rights Respecting Team have a structured and enthusiastic approach to raising the awareness of other children, parents and the wider community about the importance of rights and the links to the school's vision, values and aims. They feel empowered to play an important role in ensuring that the school continues to develop further rights-based learning.
- Almost all children can name and describe the wellbeing indicators, exemplifying why they are important and linking them to their rights. Children evaluate their own wellbeing effectively, using their robust knowledge of the indicators. Staff use this information successfully to plan relevant lessons and activities related to issues that emerge. They also have one-to-one conversations to address any individual concerns that children have raised. Senior leaders support the Rights Respecting Team to analyse the wellbeing data and use the information to plan associated activities, assemblies and whole school initiatives. This is having a positive impact on children's emotional, social and physical wellbeing. Senior leaders should now monitor the effectiveness of newer initiatives, such as whole class 'together time' and restorative conversations, and check that children understand their purpose. This will help to ensure that these approaches are having the desired impact on children's emotional literacy and overall wellbeing.

- Children engage in regular physical activity indoors and outdoors. This is developing their understanding of health and fitness and promoting their physical wellbeing. Senior leaders and teachers should ensure all children are receiving their entitlement to two hours of high-quality physical education each week.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- Senior leaders have a very clear understanding of their statutory duties and responsibilities. They monitor attendance closely and work effectively with families to address any concerns. Attendance is in line with national average. All staff are confident and knowledgeable about procedures relating to safe-guarding and child protection. Most parents and children feel that staff deal well with any concerns about bullying. Senior leaders follow the local authority's procedures in relation to this issue. There have been no exclusions in recent years.
- Staff have developed a shared and well-planned approach to promoting positive behaviour, with a strong emphasis on inclusion and understanding. Almost all staff and children feel that children behave well. Children can discuss, and illustrate with accuracy, concepts such as equality, nurture and inclusion. They show sensitivity, empathy and respect in their interactions with others. Senior leaders should use the curriculum and well-considered resources to support children to develop their knowledge and awareness of diversity. They should also take forward their plans to improve understanding of equity and the cost of the school day across the whole school community.
- Senior leaders use well-established and successful systems to identify and address barriers to learning. Children benefit from high-quality interventions on an individual basis and within small groups. This is supporting them to make very good progress with their learning. The headteacher has developed and sustained highly-effective partnerships with a wide range of professional groups and agencies. She is proactive in seeking and securing necessary specialist support for children who have additional needs. The headteacher's approach to planning, delivering and evaluating interventions is systematic, detailed, timely and robust. This results in children with additional needs receiving high quality support and making very good progress with their learning.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Attainment data provided by the school shows that most children in P1, P4 and P7 are predicted to achieve expected levels of attainment in numeracy. The majority of children are predicted to achieve expected levels of attainment in literacy. Whilst teacher's professional judgement is increasingly accurate, inspection activity indicates that more children are on track to achieve expected national standards than predictions indicate. Most children are achieving in literacy in P1, P4 and P7, with a few children exceeding expected levels of attainment.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English. A few children are working beyond expected levels of attainment across all areas of literacy.

Listening and talking

- At early level, almost all children listen attentively to adults and follow simple instructions well. They talk clearly in a variety of contexts, sharing feelings, ideas and thoughts confidently. They ask and answer questions about texts to demonstrate understanding. At first level, most children ask and answer literal and inferential questions, encouraging each other very well. They listen attentively for information and respond appropriately to others in a respectful way. At second level, almost all children express their views articulately and listen respectfully to the opinions of others. They identify the difference between fact and opinion confidently and discuss knowledgeably the skills required to present or debate a topic in class. Across the school, a few children need to develop their skills in listening to others and taking turns during discussions.

Reading

- At early level, almost all children enjoy a range of texts, making appropriate observations about the cover, illustrations, author and blurb. They read familiar texts confidently, taking account of simple punctuation. A few children require support to answer questions about ideas in a text. At first level, most children identify their favourite authors and genres and give supporting reasons. They answer factual questions about a text confidently and make connections with their own experience. They would benefit from further opportunities to make notes under given headings. At second level, children apply a range of reading skills such as skimming and scanning, to help them read and understand unfamiliar texts. They talk knowledgeably about techniques authors use to influence readers. A few would benefit from further opportunities to answer evaluative questions about texts.

Writing

- At early level, children use capital letters and full stops accurately to punctuate sentences. They use their knowledge of common words and known sounds to spell familiar words correctly and write simple sentences. Most children working at first level write for a range of

purposes and can use paragraphs effectively. They present their written work in an organised and legible way. They should continue to increase the range and complexity of vocabulary used in their writing. At second level, most children regularly create a range of quality extended pieces of writing across a wide range of genres. They successfully apply key features of different genres into their writing and incorporate figurative language very well to engage the reader.

Attainment in numeracy and mathematics

- Overall, almost all children make good progress in numeracy and mathematics. A few children are making very good progress and exceed expected levels of attainment.

Number, money and measure

- At early level, almost all children have a good understanding of forward and backward number sequences. They add and subtract within 20 using mental strategies and share a given amount equally. They create and continue simple patterns involving colours, shapes or pictures. They require support to read simple analogue times. At first level, most children estimate and round whole numbers to the nearest 10 and 100. They use the correct notation for fractions. A few would benefit from further opportunities to apply their knowledge of money to calculate the change from a given amount. At second level, most children have a good understanding of number and number processes. They order numbers, including negative numbers, and have a good knowledge of multiples, factors, and prime numbers. They use and interpret a range of timetables to calculate time durations and solve real life problems. They calculate simple percentages of a quantity and use this knowledge in everyday problems. They would benefit from further opportunities to express fractions in their simplest form.

Shape, position and movement

- At early level, almost all children understand and use positional language including on, under, in front, behind and in between. At first level, children name and classify a range of two and three-dimensional shapes and describe their properties using appropriate mathematical language. At second level, most children identify acute, obtuse and reflex angles and measure these accurately using a protractor. They use mathematical language confidently to describe the properties of a range of shapes and are aware of the relationship between three-dimensional objects and their nets. They would benefit from further opportunities to apply their knowledge of the link between compass points and angles to follow and record directions.

Information handling

- At early level, children sort objects based on set criteria such as size and colour. They are less sure about how to interpret information from simple graphs and charts. At first level, most children extract information from a variety of data sources including graphs and tables. They are able to gather information in an appropriate way for a given purpose. At second level, almost all children collect, organise and display data accurately in a variety of ways. They interpret and draw conclusions from a variety of data. They use language of probability describe the likelihood of events occurring. Children at all stages would benefit from further opportunities to use digital technologies to organise and display data.

Attainment over time

- Senior leaders gather and analyse a wide range of data on children's attainment effectively in literacy, numeracy and health and wellbeing. This data shows that COVID-19 had a negative impact on children's attainment in areas of literacy and numeracy. However, senior leaders and staff have a clear focus on improving children's wellbeing and raising attainment in literacy and numeracy for all children. They ensure prompt and effective additional support is provided for children when gaps in learning are identified. This helps children to make very good progress. As a result, children's attainment in literacy and numeracy now matches or exceeds pre-pandemic levels.

- Senior leaders should continue to develop teachers' understanding of national standards and build confidence in making professional judgements on children's progress and achievement across the curriculum. This will improve the accuracy of their attainment data and reflect better the successes children are making in their learning.

Overall quality of learner's achievements

- Almost all children have regular opportunities to develop a wide range of skills to help them to be successful learners, confident individuals, responsible citizens and effective contributors. Children's achievements both in and out with school are shared and valued. They are displayed proudly and celebrated in class and at assemblies. Children talk about the skills they are developing through these opportunities with growing confidence.
- Staff track participation in wider achievements and use this information to identify and address any gaps. Senior leaders should continue to develop further their approach to tracking children's achievements, with a more explicit focus on the skills children are developing.

Equity for all learners

- Senior leaders recognise the impact that the cost-of-living crisis and the COVID-19 pandemic has had on children and families. They have correctly identified the need to take steps to reduce further the cost of the school day and continue to raise awareness and understanding of equity within the school community.
- Senior leaders use additional funding to resource targeted individual and group interventions in literacy and numeracy across the school. They use assessment data very effectively to identify children, plan appropriate support and monitor the impact on progress and attainment. All children who are eligible for Pupil Equity Funding are making very good progress in their learning and are demonstrating improved outcomes in health and wellbeing.

Practice worth sharing more widely

The commitment to children's rights is central to the school's work. The depute headteacher has led this work effectively. The whole school community has developed their shared understanding of the United Nations Convention on the Rights of the Child (UNCRC). Children have clear ownership of their class charters and understand the relevance to their school values and nurture principles. The Rights Respecting Team have a structured and enthusiastic approach to raising the awareness of children, parents and the wider community about the importance of rights and the links to the school's vision, values and aims. As a result, children feel empowered to play an important role in ensuring that the school continues to develop rights-based learning further. Senior leaders support the Rights Respecting Team to analyse wellbeing data and use the information to plan associated activities, assemblies and whole school initiatives. This is having a positive impact on children's emotional, social and physical wellbeing.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.