Focused Review Summary - Primary

Establishment	Cluster
Saltoun Primary School	Tranent

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?	Saltoun Primary School has been in a shared headship arrangement with Humbie Primary School since 2011. There is one principal teacher and one class teacher for the two classes in the school currently catering for children from Primary 1 to Primary 7. There is a nursery class with a senior early years practitioner and a nursery nurse. The school has had 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. 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. 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. 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 continues to reflect the individual needs of the school, prioritising consistency in learning and teaching, curriculum pathways for literacy and numeracy and improved monitoring and evaluation. 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

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| | support a culture of shared accountability for improving outcomes for learners. Going forward senior leaders and staff should build on this to ensure self-evaluation is based on a range of evidence including robust data to inform school improvements.

The children at Saltoun have had opportunities to take leadership roles through pupil voice groups. There is scope to reinstate these with a greater focus on pupil interests to fully engage them in the life and work of the school. |
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| **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 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? | Saltoun primary have children in SIMD Quintiles 2, 4 and 5. The school received £5400 Pupil Equity Funding (PEF) for session 2019/20 to address the poverty related attainment gap.

The school has used a range of assessments such as Single Word Spelling Test and Accelerated Reader assessments to identify needs across the school. The funding has been used to provide support for learning to improve outcomes in literacy.

Going forward, the school should continue to develop its use of data to ensure there is a clear picture of needs across the school including the attainment gap in order to inform appropriate interventions and measure impact. |
| **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 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. The school should consider the amount of time set aside for literacy in the upper stages. There is a clear yearly overview of planned learning and teaching. As the school reviews the curriculum they should ensure that there is clear rationale for interdisciplinary learning and discrete subjects in order to develop skills progression.

The school has not formally embarked upon the development of a refreshed curriculum rationale. Following a consultation the development of a rationale should be a priority in the coming months.

There is evidence that the ELC Curriculum Frameworks are widely 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.
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? 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?	During our visit to Saltoun Primary the review team observed 9 lessons. Almost all children are engaged in their learning across both classes. There is evidence of a consistent use of learning intentions and success criteria, however the quality is variable. There was a good example of children recalling previous learning around skilfully co-created success criteria and the school should build on this to further develop practice. Staff need to ensure that learning intentions and success criteria have a clear purpose, are relevant and are appropriate to age and stage in order to meet learners needs. Lessons are well-planned and organised. Resources are plentiful and accessible for all pupils. The SLT have identified a need to review and rationalise the teaching resources going forward in line with proposed developments of the curriculum. In most lessons learning activities explicitly exemplify the school values, particularly around respectful relationships for learning and in almost all lessons learning activities and tasks undertaken are clearly explained. There are opportunities to develop a range of questioning approaches to extend learning and to provide a platform for pupil voice. This will facilitate the development of greater independence in learning. In most lessons there was evidence of differentiation and scaffolding to support the diverse range of learners in classes. There are opportunities for further challenge across lessons encouraging greater independence. Assessments such as Accelerated Reader, SWST, Read Write Inc., and Big Writing are used to gather information about children's progress. Teaching staff should ensure carefully planned approaches to assessment for breadth, challenge and application of learning SLT recognise that staff have banks of assessment data but that this is not consistent across the school and not collated for a clear overview of individual pupil progress. Whilst a tracking document exists this is not yet sufficiently embedded in practice. Planning is in place to hold attainment meetings with a focus on discussing pupils that are off track/on track and identifying suitable interventions. Longer term the school is committed to the forthcoming Seemis tracking pilot which will help to more accurately inform achievement of a level.
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	Children benefit from positive relationships with staff and with each other. They learn within a nurturing and caring environment resulting in happy motivated

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

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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?

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children. Across the school staff promote the school Ready, Respectful and Safe well in day-to-day practice

Staff are supporting 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. This is impacting positively on helping children understand the importance of their rights and how they impact on good physical and mental health. Children should now engage with the Wellbeing Indicators and develop an understanding of how these can be applied to further understand and assess to their own health and wellbeing.

Overall, children are well supported in classes to meet their learning, social and emotional needs. The head teacher and staff demonstrate a strong commitment and understanding of the principles of GIRFEC, inclusion and equity for all.

The staff are fully aware of their roles and responsibilities in relation to legislative requirements for keeping children safe and meeting their care and learning needs. Across the school the staff have undertaken recent training in CIRCLE, behaviour management and SEEMIS pastoral notes. These should help them develop their approaches to universal and targeted support.

The head teacher has an overview of the support for learning across the school. The school provided information on how they identify children who require additional support. A more robust tracking and monitoring 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, including poverty.

Class teachers work closely with the support staff to plan, evaluate and identify next steps for pupils in order to build these into planned learning experiences in class. The school ensures that Child's Plans and the appropriate multi-agency meetings are in place. Staff describe how they use a whole school solution focused approach in meeting children's needs.

All staff have recently engaged in Pivotal training through which the school is now establishing a consistent approach to supporting positive behaviour.   Pupils are beginning to demonstrate how the values Ready, Respectful and Safe support their learning and life and work of the school. Support staff can describe the positive impact of restorative conversations which provide everybody an opportunity to give their perspective in order to resolve any issues.

All pupils have a voice in improving the school through school committees including Eco Committee, JRSO and Rights Respecting School.

Children access resources and participate in learning to explore issues such as different cultures and bullying. As a result, they have a good understanding of issues such as poverty and gender equality. They should now continue their learning to further explore issues related to equality and inclusion.

The school have been working with Parent Council with a keen focus on equity. They are currently in negotiation with Active Schools and Parent Council to provide affordable after school clubs in East Saltoun.

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3.2 Raising Attainment and Achievement

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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

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Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

How well are the school's approaches to raising attainment improving outcomes for children and young people?	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. The staff are working together to audit their use and consider other resources to further support pupil learning.
How well is the school's focus on literacy and numeracy leading to raising attainment across the curriculum?	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 but 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.
How well is evidence from tracking meetings, professional dialogue and assessment used to measure progress over time?	Further use of valid, reliable and varied assessment should be used to inform planned learning and teaching and to track progress and attainment.
How well is assessment used to inform teacher judgements?	The school uses information from a variety of sources to identify pupils who need additional support. The Support for Learning teacher offers support in consultation with the class teacher. In future, the school may wish to focus on evaluating the added value of interventions upon the progress of pupils and track this over time to better determine the impact upon pupil learning.
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?	Attainment meetings will be carried out throughout the year for the staff to analyse collected data to better inform teaching interventions. Alongside this, a programme of peer observations using critical friends has been introduced to develop teacher efficacy and the school has made links with another local school to collaborate in developing a whole school writing programme.
How well is the school removing barriers to learning and ensuring **equity** for all?	In a literacy focus group second level pupils were able to read and decode an unfamiliar passage, confidently read aloud with good expression and are able to predict the plot and describe a character using evidence from the text to justify this. They are beginning to ask and answer higher order thinking questions about the text. They demonstrate a good knowledge of punctuation and can show the effect of conventions of print on their expression. They can recognise a range of genre and used this skill to organise their class library.
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?	At first level pupils were are able to use context cues to gain meaning of new vocabulary, are able to discuss a favourite author and describe why they like a particular novel and are keen to recommend authors for the school library. The pupils know to choose a book using the title, author, illustrations and blurb, are able to make simple predictions and justify their reasoning. The pupils were able to identify the main idea of the text. The children are still developing their knowledge of different genres.
How well has the school raised the attainment of the most disadvantaged children and young people?	In the class children are using Accelerated Reader but there is scope to develop the benefits of this further through greater awareness of personal targets. There is also scope to link shared reading and analysis of different genres and their features to writing.
How well is the school removing barriers to learning and ensuring equity for all?	Almost all children could contribute to creating and up levelling sentences for texts confidently using grammatical terms (e.g. ellipses, connectives). There are clear links made between reading and writing skills being taught. All of the pupils

have clear targets for their next developmental steps and can confidently speak about their learning progress.

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.

Across a focus group second level pupils were able to confidently discuss their strategies within addition and subtraction and were able to link their learning to real life applications. They were able to explain the link between a digit, its place and its value and used a combination of mental strategies and formal algorithms to solve problems, to read, write and order whole numbers to one million and partition a wide range of numbers.

First level pupils demonstrated a developing understanding of multiplication and division and used a combination of jottings and formal algorithms to justify their solutions. They could comfortably read, write, order and recite whole numbers to 1000, count forwards and backwards in 2s, 5s, 10s and 100s from a variety of starting points and were able to relate this to multiplication and division.

In conversation, all of the children were able to discuss their targets and prior learning with the majority expressing a motivation for Maths and Numeracy, especially when learning new concepts.

There is scope to improve attainment in numeracy through further 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 maths and numeracy. The school should look for opportunities for the children to further develop their mathematics and numeracy skills through breadth, challenge and application across the curricular areas.

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. There are a range of opportunities for the children to develop skills within and out with the school. 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.

There is 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.

The majority of the pupils feel a sense of belonging for the school and that the adults treat them fairly and equitably, particularly when supporting restorative conversations and relationship resolution.

Summary

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

• Leadership • Capacity for improvement • Validation of the school's Standards and Quality report	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.

Key Strengths:

- The development of collaborative approaches across three schools to support school improvement.
- Positive relationships across the school and a welcoming and nurturing ethos.
- Values which are demonstrated through the learning and the life and work of the school.
- Children who are happy, friendly and motivated to learn.
- Staff commitment to improvement and development.

Areas for Development:

- Improve approaches to assessment, tracking and monitoring of progress, achievement and attainment over time.
- Continue to improve the quality of learning and teaching as identified by the school.
- Review the curriculum to ensure appropriate learning pathways.

School QIO: Karen Haspolat   Date of visit: 19/11/19 – 21/11/19

Focused Review Summary – Early learning and childcare

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?	Since August 2018 there has been changes within the nursery team, following the appointment of a Senior Early Years Practitioner. During the current session the senior early years practitioner has been supported by supply nursery nurses due to long term staff absence. The team have been developing their shared vision, values and aims alongside the school and this is evident through conversations with the children and the parents. Staff have demonstrated a commitment to professional learning and collaboration. There have been opportunities for nursery staff across 2 schools to visit each other's settings and work alongside each other to share practice. The team have had regular visits from the support teacher and have worked together to create an action plan and set targets for improvement. They have engaged with current documentation both nationally and locally to support their improvement journey. This work has been documented within the self-evaluation floor book. The team have consulted with parents and children regarding the environment both indoors and out to ensure that all voices are heard. This resulted in plans for improvement including a re-organisation of the room in maximise opportunities for children to access all provision. The team and children review and adapt this regularly. There is a dedicated nursery plan within the school improvement plan ensuring continuous improvement. The work related to this is evident within the self-evaluation floor book. The Nursery had identified the need for a clear focus on tracking, assessment and monitoring alongside the development of Literacy and Numeracy across the environment and routines.
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?	Staff demonstrate positive, nurturing relationships with children and engage with them positively throughout play opportunities and within the routines of the nursery day. There is a relaxed atmosphere where staff listen closely to the children and respond appropriately to extend interests and learning and making connections to prior experiences. There has been a focussed development of 'loose parts' both indoors and out to develop curiosity and independent learning. This is evident across the setting with the children engaging well in all areas. The areas are set up to enable independence through self-selection of resources. Provocations are selected to support medium term and responsive planning and children are motivated by the opportunities provided.

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

	Focusing on the development of planning, observations and tracking as outlined in the improvement plan have over the course of the year enabled practitioners to both consider progress in learning and identify next steps for groups and individuals. Sharing my Learning opportunities enable parents to discuss progress with their child and staff and through the Learning Stories. Key areas for improvement have been identified through the self-evaluation floor book and staff should continue to consider how this can inform learning. The Nursery team gather a range of information based on both long and short observations and interactions which are recorded in the learning stories and inform weekly planning. Staff have engaged with the East Lothian planning guidance and have been supported by the Early Learning and Childcare support teacher. Children talk positively about their experience in nursery and there is evidence in their learning stories to support this.
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?	

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?	Through observations of children at play, it is clear that they are actively and positively engaged both indoors and out. Staff respond well to their interests, feelings and needs enabling the opportunity to further develop them. The Nursery environment has been developed to make best use of the space ensuring a range of contexts are available for children explore their creativity and learning. The clear routines are well established and understood The outdoor area, which has been developed in consultation with the children is accessible throughout the session. The children can access a range of provision that allows for exploratory play, creativity with loose parts, literacy and numeracy provision as well as being active and healthy through climbing, balancing and cycling. The team work closely together to ensure that they are sharing information about the learners on a daily basis and identifying opportunities for both consolidating and enhancing learning through play. Through interactions staff promote opportunities for problem solving.
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	Staff ensure children are making progress across all aspects of learning and development through regular dialogue, observations and tracking. Learning opportunities and questioning offer challenge and support learning.

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

| 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? | The children engage regularly with their Learning Stories as individuals and both with the parents/carers and staff. Continuing to link the planning, tracking and assessment will enable staff to consider progress over time and track achievement across the nursery and during transitions.

There is a good balance of adult and child initiated learning leading to progress. The staff work consistently to ensure the provocations, interactions and observations support learning and inform teaching.

Systematic planning yearly, medium term and weekly enable appropriate learning and progress for all children.
There are current systems in place track progress and achievement and allow practitioners and parents/carers to identify next steps in learning. These are directly linked to the curriculum frameworks.
Progress is regularly shared with parents/carers through Learning Stories, parent notice boards, Stay and Play opportunities and through twitter. |
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Other Comments or Details

Key Strengths

Staff team communicate well and have built good relationships.

There is a clear commitment to self-evaluation for improvement.

Relationships across the nursery between staff children and parents.

Creative use of environment which is engaging, relevant and appropriate for learners.

Areas for Improvement

Continue to develop monitoring of pupil progress ensuring regular setting of targets.

Learning stories are recorded regularly and at appropriate intervals

Continue to focus on self-evaluation with a focus on preparation for roll out of 1140 and how the environment challenges will be addressed.

Continue to work collaboratively with other nursery settings.

QIO/ELC officer _____   Date of visit: _____