



Further Inspection (Record of Visit ROV) of Hawthornden Primary School

Report by Maria Lloyd, Acting Head of Education

1 Purpose of Report

This report outlines the outcome of the above further inspection as carried out by Education Scotland which was communicated in their letter dated 16 June 2019.

2 Background

- 2.1** Hawthornden Primary School was inspected in May 2019. The report was published on 16 June. A copy is included in appendix one.
- 2.2** During the school's inspection in June 2017, Education Scotland identified a number of areas for improvement which were agreed with the school and Council Officers. As they were not sufficiently confident at that time about the school's capacity to continue to improve, they visited the school again in May 2019.
- 2.3** The main points for action from the original inspection in June 2017, which formed the focus of the further visit were:

- 1. Staff should improve the quality of learning, teaching and assessment across the school to ensure all children are making the best possible progress in their learning.**

In May 2019, the inspection team identified the following strengths and progress during their further visit:

- All teaching and support staff were eager to improve the quality of teaching and learning across the school and the Enhanced Nurture Base (ENB).
- Senior Leaders recognise and take prompt actions to make improvements.
- There has been a necessary focus on improving literacy and numeracy. As a result of the steps put in place the quality of learning and teaching is improving across the school.
- Children are responding well to better organised learning opportunities and are more enthused and involved in deciding what they need to learn next.
- Teachers have regular meetings with senior staff to discuss children's progress and address any barriers to successful learning.
- Consistency in planning and assessment through more effective monitoring of practice by the senior management team is leading towards children making better progress in their learning.
- Significant changes have been made to how children learn in primary one.

- Imaginative use of the environment for learning is resulting in a more exciting and purposeful place for children to learn.
- Staff across the two classes work very well as a team.
- Staff are highly organised, resources are well-prepared and different techniques are in place to keep children eager to learn.
- There are plans in place to extend more active learning across the other classes in the school

The following areas were identified for further development during the visit:

- Continue to develop consistency in learning and teaching across the school.
- Continue to ensure all lessons are meeting the learning need of all children. Senior staff have been advised of ways to address this to ensure all children have their learning needs met to make consistent progress.

2. To raise attainment in literacy and numeracy staff need to improve the use of assessment information during the course of their teaching to meet the individual needs of children.

In May 2019, the inspection team identified the following strengths and progress during their further visit:

- It is clear that the school now has a shared understanding and commitment to raising attainment for all learners. Since the previous inspection, more children are now making better progress in literacy and numeracy.
- Most children are expected to make appropriate progress in numeracy at early and first levels with a majority making appropriate progress at second level.
- Significantly, all children who attend the Enhanced Nurture Base (ENB) have made progress in learning from the time they have attended the school.
- The senior leadership team has developed a three year plan to improve the teaching and learning of literacy and numeracy.
- The introduction of the Midlothian Understanding Maths Programme and a maths recovery programme is supporting staff to identify and address gaps in children's learning.
- New approaches to teaching reading have been put in place. There are early indications that these are having a positive impact on children's progress in reading.
- Positive feedback from children's literacy focus groups is telling us that children now enjoy reading more.
- Staff in the school are working together to improve children's skills in writing.

- Senior staff are introducing and refining approaches to assessment and the tracking of children's progress. Staff use in-house assessments and standardised assessments including Scottish National Standardised Assessments are supporting teacher professional judgements. They are now well-placed to develop further these assessment approaches to support planning and teaching to meet the needs of all learners.

The following areas were identified for further development during the visit:

- The school recognises that writing is an area for continued development.
- To improve further, staff should continue to build their skills in the use of assessment procedures. This should include interrogating attainment data in order to address any differences which may affect children's ongoing progress.

3. Develop flexible curricular pathways, to ensure that there are shared standards and expectations across the school so that children make the best possible progress in their learning.

- The staff team have worked well together to create progression pathways across literacy, numeracy, health and wellbeing and social studies. These are now ensuring a more consistent approach in delivery of these areas of the curriculum in all classes.
- Children's work on "Equalities and Planet Earth " drew on children's literacy and technology skills by making a short video, writing an article for a newspaper, researching information on planet earth and the effect of natural events on the environment.
- The inspection team noted that the school could make more use of the school's outdoor environment to widen children's experiences further.
- We have asked the senior leadership team to keep under review the development of the outstanding curricular pathways to ensure maximum impact and consistency.

4. Ensure that the specialist provision is better integrated within the school so that children, particularly on part-time placements achieve their full entitlement to a broad general education.

- Following a local authority review of its provision for children with social, emotional and behavioural needs, the school has taken significant steps to improve the integration of children who attend the specialist provision within their mainstream schools. An important aspect of the local authority and school review of provision is social inclusion. Staff now ensure that children have opportunities to socialise with their peers in the playground, in mainstream classes and school events as far as possible.
- Children who attend the ENB have access to a full curriculum including a base class within their mainstream primary school. Children in the ENB access visiting specialist teachers including physical education and art to ensure their curriculum entitlement. All children who attend ENB now have regular multi-agency reviews of their progress which are meeting their needs in a more co-ordinated way.
- Planning to reduce barriers to learning and support children's inclusion in their mainstream school has improved.

- The school recognises that it would be helpful to provide an overview of each child's progress in achieving experiences and outcomes of Curriculum for Excellence (CFE). This will help to clarify children's progress and identify gaps in learning skills, particularly in writing and number bonds.
- Teachers should continue to ensure that they are confident about standards for achievement of CFE levels through moderation activities with mainstream colleagues.

2.6 Conclusion

As outlined in the inspection letter, Education Scotland is confident that the school has the capacity to continue to improve. As a result Education Scotland will not return to the school with regard to this particular inspection.

3 Report Implications

3.1 Resource

Areas for development will be in the school's improvement plan and will be monitored through the quality assurance process.

3.2 Risk

Education Scotland visits a sample of nursery, primary and secondary schools every year to find out how they are performing. A report is published which informs parents about the key strengths of the school, its capacity for further improvement and sets out the main points for action.

Monitoring, review and evaluation of progress by School Group Managers and Senior Education Managers is the control measure in place to reduce the risk of failure of any school to demonstrate its capacity to improve. In the case of this report, the school will continue to receive the same level of support as other schools as detailed in the 3-18 Improvement Team's quality assurance calendar. This will ensure that the school continues to improve.

3.3 Single Midlothian Plan and Business Transformation

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

3.4 Impact on Performance and Outcomes

The setting will continue to improve its work in line with its improvement plan and the Education Service will continue to challenge and support the setting in relation to developing and implementing a range of quality improvement strategies.

3.5 Adopting a Preventative Approach

The Education (Scotland) Act aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. Midlothian is highly committed to closing the attainment gap which compliments the strategies employed by Midlothian which are highlighted in the National Improvement Framework report which was presented to Council on 3 November 2015.

3.6 Involving Communities and Other Stakeholders

Copies of the report have been made available to Elected Members, parents of children currently in the school and other interested parties.

3.7 Ensuring Equalities

The School Improvement Plan will be screened for equalities implications.

3.8 Supporting Sustainable Development

The School Improvement Plan allows for sustainable development and improvement.

3.9 IT Issues

There are no IT implications.

4 Recommendations

Cabinet is asked to:

- (i) Note the content of the inspection report.
- (ii) Congratulate the staff, pupils and parents on the very positive outcome of this further Education Scotland visit.
- (iii) Note the key strengths and progress outlined in the report.
- (ii) Note the areas for improvement outlined in the report.
- (iii) Note that Education Scotland will not return to the school with regard to this particular inspection.
- (iv) Pass this report to the Performance, Review and Scrutiny Committee for its consideration.

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