

Further inspection: record of visit (ROV)

Purpose and audience

- This document (called the Further Inspection – Record of Visit or ROV) is provided within one working week of the publication of the letter to support the headteacher/head of setting in leading improvement. The findings and evidence in the ROV provide detail which will be helpful in guiding further planning and implementation of improvement.
- The ROV is provided for use by the education authority and headteacher/head of setting to which it refers. It is a technical document designed for use by education professionals.
- The ROV is not intended to be copied and distributed in its entirety. Headteachers/heads of setting should use their judgement in sharing particular sections of the document confidentially with others as appropriate to their areas of responsibility and interests.

Contents

- The ROV is the set of notes used by the inspection team for the discussion of findings meeting on the final day of the continuing engagement visit. It may also contain further information that was prepared in advance of the meeting but which may not have been required in the discussion.
- The information in this ROV has been checked and edited to ensure that individual members of staff below appropriate levels of seniority and individual learners, or small groups of learners, cannot be identified and that it conforms to Scottish Government guidelines on the disclosure of data.
- The ROV is not an exclusive record of all of the evidence which underpins the evaluations as expressed in the published letter, and should not be regarded as such.

Sources of evidence for the ROV

- In all inspections, inspectors visit learning activities in contexts appropriate to the establishment. They observe learning experiences and teaching, and talk to staff and children about learning and achievement, and other aspects as appropriate to the inspection. Inspectors evaluate children's achievements in different aspects of the curriculum, using direct observation, sampling of learners' work, and additional data as appropriate to the sector. Inspectors also have a range of professional discussions with staff who have responsibility for managing the educational provision, and other staff as appropriate. They take account of stakeholders' views, including those gathered through pre-further inspection questionnaires when these are used in a further inspection, and discussions with parents and other members of the community, as appropriate to the sector.
- Further inspections begin with the senior staff of the establishment sharing their self-evaluation evidence with the inspection team, showing how they are bringing about

improvement. This evidence contributes to evaluations of the progress made since the original inspection.

- The ROV may contain references to the way that Curriculum for Excellence is being taken forward in the context of the establishment. This may include progress in planning, prioritising and reviewing the curriculum, through the use of self-evaluation and improvement planning, and in applying key ideas and principles from Curriculum for Excellence. It may also include how the setting is working with partners and with its own staff to enable them to learn together to develop their understanding of Curriculum for Excellence ideas and put them into practice, supported by a plan for continuing professional development. There may be references to how Curriculum for Excellence Experiences and Outcomes are being used to improve learning and achievement and how individual teachers are contributing to literacy and/or numeracy and aspects of health and wellbeing. The ROV may also refer to how staff identify and measure improvements in learners' experiences and in standards of achievement; how they communicate with and involve parents, and how they collaborate to plan and support learners' progress. The extent to which references to Curriculum for Excellence are made in the ROV will depend on the range and nature of the areas for improvement which were previously set out in the letter sent to parents following the original inspection and which are used to shape the further inspection.

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School/Setting Name	Hawthornden Primary School
Education Authority	Midlothian Council
MI undertaking visit	Liz Paterson
Date(s) of visit	W/b 13 May 2019
Publication date of original letter	20 June 2017
Letter publication date	18 June 2019
ROV sharing date (date ROV is sent out to EA/HT/HoC/CPPC)	21 June 2019

Area for Improvement 1

Improve the quality of learning, teaching and assessment across the school to ensure all children are making the best possible progress in their learning.

Strengths and progress identified during the visit:

- The senior management team recognise the need for staff to be clearer about the key features of high quality learning and teaching. This was highlighted in the self-evaluation discussion at the beginning of the inspection. To support this, new guidelines were developed as well as more opportunities for professional dialogue. As a result, 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.
- Significant changes have been made to how children learn in Primary 1. Imaginative use of the environment for learning by staff is resulting in a more exciting and purposeful place 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 engaged in their learning. There is now a much better focus on promoting learning through play across the primary 1 curriculum. On arrival each morning, children are immediately engaged during their soft start time with tasks available to reinforce their previous learning. As a result, children are busy, motivated, and challenged in their learning. There is a conscious effort to plan children's challenges within play, which are well-differentiated. There is a positive start in extending this approach into Primary 2.
- There is now a calendar with a series of activities in place to monitor planning, assessment and moderation across the school. There has been a necessary focus on improving literacy and numeracy. The use of Education Scotland's benchmarks combined with Midlothian

Council's own systems are helping improve staff confidence in what children should be able to achieve at a level.

- 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. Staff told us these meetings with senior team members were challenging but are helping them know the children in their class much better in terms of their attainment and progress.
- Additionally, there are now greater opportunities for staff to evaluate their practice and provision through peer to peer observations through their "Shared Classroom Experience" sessions through refraction, coaching and mentoring approaches. As a result, there are now greater opportunities for staff to evaluate their practice and provision through peer to peer observations through these sessions using coaching and mentoring approaches. Senior school leaders are now following through actions from these classroom visits.

Areas for further development identified during the visit:

- Through lesson observations, we found that some inconsistencies in learning and teaching remain. This is evident when lessons do not always meet the needs of groups of children or individuals. Staff need to reflect on their practice and ensure that there is appropriate challenge and support in every lesson every time.
- Ensure that consistency in improvements is ongoing and there is a continuing focus on teacher judgements, moderation and assessment.
- To support staff further, well-considered approaches such as modelling of good classroom practice, discussion on what a good teaching episode contains will offer valuable support to staff to continually develop their practice and as a result improve outcomes for learners.

Area for Improvement 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.

Strengths and progress identified during the visit:

- It is clear that the school now has a shared understanding and commitment to raising attainment for all learners. The senior leadership team has developed a three year plan to improve the teaching and learning of literacy and numeracy. The depute headteacher remits have been reviewed to ensure a focus upon improving attainment across all stages in the school. Numeracy and literacy coordinators have been appointed to support classroom teachers with approaches to planning, teaching and assessment. Staff are becoming more familiar with the local authority progression frameworks and the national benchmarks and this is helping to improve consistency in planning and teacher professional judgement across all classes. The introduction of the Midlothian Understanding Maths Program and a maths recovery programme is supporting staff to identify, and address gaps in children's learning. A

number of 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 has also helped to shape future reading and writing initiatives. The school recognises that writing is an area for continued development.

- From figures supplied by the school which the inspection team reviewed, most children are making good progress in literacy. In numeracy, most children at early and first level and the majority at second level are making appropriate progress. Predicted levels of attainment for June 2019 suggest that most children will make appropriate progress in literacy with the exception of writing at second level where a majority are expected to achieve this measure. Most children are expected to make appropriate progress in numeracy at early and first levels with a majority making appropriate progress at second level. All children who attend the ENB have made progress in learning from placement.
- Staff are beginning to analyse data more effectively and this is supporting discussions with senior and middle leaders regarding progress through, and achievement of a Curriculum for Excellence (CfE) level. Staff speak very positively about the impact of Pupil Progress Meetings where they have the opportunity to discuss attainment with senior leaders. They believe that this process is supportive but also challenging and is helping to raise attainment in literacy and numeracy for all children.
- Senior staff are introducing and refining approaches to assessment and the tracking of children's progress. A calendar providing an overview of summative assessments is in place and this is regularly reviewed during progress meetings. Staff use in-house assessments and standardised assessments including Scottish National Standardised Assessments to support teacher professional judgements. Staff are at the early stages of gathering together CfE experiences and outcomes to develop holistic assessments in literacy and numeracy. They are now well-placed to further develop these assessment approaches to support planning and teaching to meet the needs of all learners.

Areas for further development identified during the visit:

- Staff should continue to build their skills further in the use of assessment procedures to support children's progress. Staff should also evaluate how well they involve young people in discussing their progress and attainment, to equip them to take more responsibility for leading their learning.
- Generally, children are making appropriate progress in literacy and numeracy. However, whilst attainment is improving overall, there is significant headroom to increase attainment further to ensure all children achieve their best. There is scope to improve the pace and level of challenge, particularly at first level in literacy and numeracy.
- All staff to develop further their approaches to interrogating attainment data. This should include; analysis of cohort performance focussing on prior learning and next steps, increasing and decreasing trends in aspects of literacy and numeracy and exploring fully variations in predicted levels of attainment.

Area for Improvement 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.

Strengths and progress identified during the visit:

- Progression pathways have been developed for literacy, numeracy, health and wellbeing and social studies. Helpful guides for literacy, numeracy and health wellbeing are ensuring a more consistent approach in delivery of these areas of the curriculum. Staff are more confident and there is an increasing focus on current research to help staff improve the wider curriculum across the school.
- Through a clear development in the progression pathway for literacy, writing is improving across the school but there still remains a need to review the progression pathway for writing for children at second level to better engage children and meet their learning needs. Literacy skills are more evident in other curricula areas such as social subjects. Children's work on Equalities in P6 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.
- Children in P7 have taken part in a STEM project with Edinburgh College and a national media organisation are helping to improve children's understanding of the relevance of their current learning and the potential possibilities in the future as they develop the necessary skills for the world of work.

Areas for further development identified during the visit:

- Progression pathways for the remaining curricular areas in Science, Expressive Arts, Religious and Moral Education and Technologies are currently under development with a focus on making links across experiences and outcomes. We have asked the senior leadership team keep this under close review to ensure maximum impact and consistency.
- Continue to find ways to explore outdoor learning across all classes of the school.

Area for Improvement 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.

Strengths and progress identified during the visit:

- 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. The school has a clearer vision and purpose to enable children who attend the Enhanced Nurture Base (ENB) to return to their mainstream school and provide them with the support they need to remain there and make a successful transition to their mainstream secondary school. 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 at lunch as far as possible. Children are now supported to participate in class workshops and whole school projects and events including assemblies, sports days and a residential experience. Parents told inspectors that their children's attendance and engagement with school and learning had improved significantly through the support of ENB staff.

- All children who attend the ENB now have access to a full curriculum including a base class within their mainstream primary school. Children in the ENB now have access to visiting specialist teachers including physical education and art to ensure their curriculum entitlement.
- The school has recently put in place systems to track and monitor children's progress in line with their main school. Teachers and staff in the ENB are becoming more confident in their understanding of children's progress in literacy, numeracy and health and wellbeing.
- Planning for children's learning is now done routinely in consultation with either children's home school or teachers at Hawthornden Primary School. All children have individual learning and behaviour targets which are reviewed regularly. Senior leaders and ENB staff are exploring ways to increase children's awareness of what they need to do to improve in their learning and their involvement in the learning process in line with school expectations. They recently introduced 'My targets' and 'learning logs' to ensure that children and their parents are more aware of their achievements and next steps in learning.
- 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 is now more robust and a central aim of multi-agency meetings is to plan children's return to their mainstream schools at an early stage in their placement at ENB. Planning for transitions to mainstream secondary school now takes account of children's prior learning and teachers know children's working levels within CfE. In the best examples, individualised education programmes (IEPs) now record children's progress in achieving their individual targets.

Areas for further development identified during the visit:

- Continue to embed coordinated approaches to supporting children back into mainstream education. Develop further networking across support provisions when new staff are in place. In doing so, identify and share best practice in supporting children to re-engage with mainstream school and provide professional development to support their learning and wellbeing.
- The school recognises that it would be helpful to provide an overview of each child's progress in achieving experiences and outcomes of 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.
- Develop consistent approaches to ensuring that children understand what they need to do to improve in their learning. This could include sharing targets for improvement within their

learning logs, adopting consistent approaches to evidencing progress including clarifying which skills they have achieved and including children's views on their progress. Ensure consistent approaches to monitoring and recording children's progress towards achieving targets set within IEP's.

Safeguarding

Details of any additional strengths or areas for improvement since last inspection.

- The school has clear procedures for safeguarding which reflect Midlothian policy.
- Continue to explore ways to reduce incidents of bullying in school including identifying and targeting areas of concern.
- Ensure that follow –up to incidents of concern are clearly recorded in the concern forms so that actions taken by the school, including informing parents, are clear.

What happens next?

The school/setting has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The local authority will inform parents about the school's/setting's progress as part of its arrangements for reporting on the quality of its schools.