

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/Centre Name | St Luke's Primary School |
| MI undertaking visit | Jackie Malye |
| Date(s) of visit | 27/28 November 2018 |
| Publication date of original letter | 12 December 2017 |
| Letter publication date | 5 March 2019 |
| ROV sharing date (date ROV is sent out to EA/HT/HoC/CPPC) | 8 March 2019 |

Staff should increase the opportunities for children to be actively involved in planning and assessing their own learning to increase their understanding of the purpose of learning.

Strengths and progress identified during the visit:

Teachers plan effectively for children's learning and are increasingly developing confidence in using National Benchmarks to assess how well children are progressing across their learning. They make good use of a wide range of assessment information and analyse this to inform learning groups and support for those who require additional help in their learning.

Senior leaders have taken a systematic approach to school improvement and developed strong approaches to self-evaluation. They have taken steps to build on improvements through rigorous monitoring and evidence gathering.

The headteacher is effective in her role and is successfully leading changes in a well-judged and measured way. The school is taking steps to ensure children understand themselves as learners. The school's vision has children's achievements and learning at the centre of all it does.

Since the original inspection, staff have successfully involved children widely in the life of the school. The impact of the various roles and responsibilities children take across the school, is seen through the very positive relationships and attitude to learning. Children are well behaved, mannerly and respectful. The Anti-bullying Ambassadors are well supported through clear guidance and expectations of behaviour. This has led to a positive school environment where children feel ready to learn.

Across the school there is a positive learning climate which is enabling children to make the best possible progress. In most lessons, children know what they are learning and what is expected of them in taking responsibilities for their own learning. In the very good practice observed, expectations are high, children know when they are successful and teacher questioning is skilled in providing challenge and feedback about learning.

Teachers and support staff work tirelessly to support children in their achievements. The school's positive ethos results from the shared ambition the staff team has for children. Parents are involved in the life of the school and in supporting children's learning in a variety of effective ways. The headteacher and staff are approachable and enable parents to raise any concerns they may have. This is particularly effective at transition points and also when children experience some temporary difficulties in their learning. The school is responsive and welcoming. Parents value the opportunities to attend school to share children's learning. The use of a digital application is helping generate dialogue between children and parents. This helps motivate learners to achieve and succeed. Parents and children are partners in learning and achievements are celebrated. They enjoy the discussions about progress at the parent consultation evenings.

Areas for further development identified during the visit:

Continue to develop consistency in high quality learning and teaching and share good practice. Ongoing professional dialogue through continued moderation activities and the use of assessment to inform next steps in learning will, over time, lead to progression in all curricular areas.

Continue to build on the promising start made to children's use and understanding of the language of learning.

Staff should work collaboratively to realise the whole school vision of raising attainment in a learning environment where staff and pupils have high expectations of themselves and each other.

Strengths and progress identified during the visit:

It is clear that the school has an improved and shared understanding and commitment to raising attainment and achievement for all learners. The headteacher has maintained a relentless focus on raising expectations, improving consistency in learning and teaching and ensuring achievement for all. As result, the school is successfully addressing this area for improvement identified in the original inspection.

Following the original inspection, the headteacher and staff team revisited the school's motto, 'we believe, we achieve' to ensure that this underpinned all aspects of their work. As a result, staff can articulate how they are helping to promote this in all that they do. Children also have a greater understanding of how staff are helping them to 'believe and achieve'.

In classes teachers have higher expectations of learners. This is clearly evident in the way lessons are planned and delivered. Children are able to explain how they are progressing in their learning and what their individual next steps are. They are proud of their learning profiles and how these demonstrate their achievements.

New approaches to reporting to parents/carers have been established which enable children and parents to play a greater role in reviewing progress and identifying next steps in learning. Parents report that they appreciate the way they are now more informed and involved their child's learning. Helpfully the home-school practitioner also plays a significant role in promoting

family engagement in learning. Along with senior leaders she has helped improve children's attendance at school as well as supporting a number of children to arrive at school on time.

Across the school staff demonstrate a great commitment to supporting children to achieve. They strive to ensure children are given appropriate support to help them achieve success. Interventions such as the breakfast club, led by the home – school practitioner and teaching staff is successfully ensuring all children are given the opportunity for a positive start to the day. For a few children other arrangements are in place to ensure they can also access breakfast when they arrive at school.

The headteacher has maintained a very sharp focus on raising attainment and has introduced a wide range of interventions and approaches to achieve this. This includes developing a more effective way of gathering and using data. She has developed a number of tracking tools which help to present a much clearer picture of children's progress. As a result, children now receive prompt support and challenge as appropriate. Termly tracking meetings are valued by teachers who view these as very supportive. Helpfully, the support for learning teacher is also in attendance and plays a key role at these meetings. Teachers are becoming more confident in the use of data. They report that they believe they are now better equipped to analyse and make use of the data to maximise the progress children are making. They have a broader understanding of each child's particular circumstances and the different challenges faced by some of their children and families.

A range of targeted interventions have been put in place to support learners and to raise attainment. These include, 'Talk Boost', STEP physical literacy programme, Fresh Start, communication and skills group, readiness to learn group for P1 and Seasons for Growth groups. In addition a range of new approaches to teaching reading and numeracy have been introduced. The school has made a positive start in monitoring and evaluating the impact of interventions and new approaches.

Positively, approaches to planning children's learning have also been developed to ensure children make continuous progress across their learning. Staff now make effective use of assessment information to ensure lessons are well differentiated. They have made a positive start in using the National Benchmarks to assess all areas of the curriculum. Assessment has become an integral part of learning and teaching. As staff have become more confident and skilled in planning learning, paper work and record keeping to support planning has been streamlined.

As staff have grown in confidence in making use of assessment information they report they are no beginning to make more reliable professional judgements about achievement of a level. They have continued to work with colleagues within and out with the school to support this area of their work. Positive steps have been taken to develop staff's understanding and use of holistic assessments.

New approaches to recognise and celebrate achievement have been developed. This includes achievement assemblies, achievement books, praise cards, certificates and positive phone calls home to parents and carers. These developments are helping to create a strong culture for

promoting success. As recognised by staff they now should develop a system to track children's achievements to ensure all children enjoy a broader range of success.

Staff now play a greater role in leading school improvement. Teaching and support staff all undertake a leadership role. Children are also encouraged to take forward school improvements and are proud of how they have influenced positive change. As their confidence has grown staff have become more outward looking and share their practice with other colleagues and learn from best practice in other schools. For example, in recognition of their work in taking forward improvement staff have been invited to share aspects of their work at local authority events.

Of particular note is the school's commendable work in improving approaches to behaviour management. This has significantly improved the school ethos. Across the school children enjoy respectful relationships with each other and with staff. Positive relationships in classes and across the school is a particularly strong feature of St Luke's PS. Information gathered from pre-inspection questionnaires demonstrate that almost all children feel safe in the school and believe that staff deal with bullying well. This is a significant improvement from information gathered in the original inspection's questionnaires. This is a result of the more consistently applied approaches to behaviour management which are understood by the whole school community.

Literacy

Overall across the school, most children are making good progress in listening and talking. At the early level most children listen to their teacher and follow instructions well. Towards the end of first level most children listen well to each other in pairs and groups as they complete tasks. They ask and respond appropriately to each other. Towards the end of second level most children demonstrate well developed skills in listening and talking. When discussing favourite texts, they contribute relevant ideas and opinions. They listen respectfully to each other, building on the contributions of each other well. In reading most children across the school are making good progress. Children display a love of reading and can readily identify their favourite author and book. A significant 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. At early level, most children demonstrate a good understanding of letters and sounds. They make good attempts at blending and making their own words. By the first level children are becoming more fluent and can identify the different strategies they use to decode unfamiliar words. Towards the end of the second level children can discuss different texts to describe their favourite author's style. Overall, the majority of children are making good progress in writing. The school recognise that this is an area for development and have started to take steps to address this.

Numeracy and mathematics:

At early level, most children are attaining well and gaining confidence in numeracy. They are progressing in their skills and developing a range of practical ways to understand the processes of addition and subtraction. Those children who have recently achieved the early level are building on prior learning and developing mathematical language leading towards the four processes. At first level, the majority of children are developing confidence in recording times using analogue clocks and digital notation. They are growing in confidence and accuracy in

making addition and subtraction calculations using three digit numbers. Towards the end of second level, most children are achieving very well. They make effective use of a range of strategies to make calculations using four digit numbers. This is especially effective when applying knowledge to word problems. Most children are developing a sophisticated knowledge and understanding of mathematical language.

The school has an appropriate focus on skills progression which is leading to consistency in how well children achieve across Curriculum for Excellence levels.

Areas for further development identified during the visit:

Sustain a strong focus on professional dialogue and children's progress. In doing so continue to develop consistency of expectation across the school.

Build on the positive start to tracking children's achievements. Involve children more in reviewing the particular skills they are developing as a result of their achievements.

As planned continue to develop approaches to teaching writing to ensure children make the best possible progress. In doing so achieving consistency of expectations across the staff team will be necessary.

What happens next?

The school 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. Midlothian Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its centres.