

# Summarised inspection findings

**Auchengray Primary School**

**South Lanarkshire Council**

**SEED No: 8545227**

**31 October 2017**

## Key contextual information

Auchengray Primary School is a small, one class school in South Lanarkshire. It is housed in a new build school in an attractive rural situation. At the time of the inspection there were 18 children on the roll. Most children travel to school in taxis. The current headteacher took up post at the end of May 2017. She also has responsibility for another local school and shares her time between both schools. The principal teacher has been in post for one year.

### 1.1 Self-evaluation for self-improvement

**satisfactory**

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

- Staff show a commitment to working collaboratively and are developing approaches to self-evaluation for self-improvement. Staff will benefit from more sharing of practice with other colleagues beyond the school, and further professional learning to support them in delivering a successful strategy for raising attainment and achievement.
- Staff have been involved in discussions to identify, and, as a result have a good awareness of, the school's priorities for improvement. They understand their responsibilities for implementing these priorities.
- Parents are very supportive and show a strong commitment to working in partnership with the school, for example, in fundraising activities. An annual Standards and Quality Report provides parents with information about key strengths and areas for improvement.
- The school gathers a wide range of data, including standardised assessment information. Staff use available data along with their professional judgement to identify Curriculum for Excellence levels. They are at the early stages of implementing systems to monitor the progress made by individual children from P1 – P7. Staff recognise the need to be more outward looking, including working with other schools ensure that there is consistency and accuracy of Curriculum for Excellence levels.
- The school is developing a range of supportive intervention strategies for children who experience barriers to their learning. There is scope to further develop approaches to tracking and monitoring to include children's progress in other curricular areas and to track children's achievement.
- Staff worked well together in a few moderation activities. They use standardised assessments and progression pathways for language and mathematics. They plan to use

the benchmarks for literacy and numeracy in helping them to evaluate children's progress through Curriculum for Excellence levels.

- Children have an awareness of, and are becoming more familiar with, the wellbeing indicators. There is scope to develop further children's understanding of what the indicators mean for their sense of wellbeing.
- The school is at an early stage of introducing a whole school tracking and monitoring system. There is a need to involve children more, ensuring they have better awareness of their progress, learning targets and what they need to do to further improve.
- Professional learning activities for all staff are identified through Professional Review and Development processes. All activities are linked to school improvement priorities. However, it is too soon to measure the impact of these activities on school improvement.
- The school has a quality assurance calendar which involves learning visits with feedback to staff. The headteacher is supportive to staff and gives constructive feedback. Under the leadership of the headteacher the school needs to underpin improvement planning with more rigorous self-evaluation to improve outcomes for all children. Staff, children, parents and partners all need to be involved in effectively planning improvements which will make a difference to all children's learning, attainment and achievement.
- The school gathers a range of assessment data including standardised assessment information and uses this to identify and plan interventions for learning. This supports teacher judgement on how well children are progressing and achieving a level. Staff are aware of the need to further develop the use of data analysis and align assessment information with the recently published benchmarks.
- Staff know that they are at the early stages of implementing systems to monitor progress made by individual children through Curriculum for Excellence levels. Staff should monitor the effectiveness of planned interventions to ensure they are effective in improving outcomes for all learners.

## 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.

### 3.2 Raising attainment and achievement

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**

- Data provided by the school indicates that almost all children are making good progress in reading, writing, numeracy and mathematics from their prior learning.
- Across the stages from P1 - P7, almost all children currently achieve the expected Curriculum for Excellence levels in reading, writing, numeracy and mathematics. School tracking predictions show that almost all children will meet the expected Curriculum for Excellence levels for reading, writing, numeracy and mathematics by June 2018.
- The school uses a range of assessment data (including standardised assessments) to identify and plan for children at risk of missing out in their learning and provide interventions where necessary. The school should now ensure they provide a variety of relevant and challenging experiences for those children who are capable of exceeding expected levels of attainment.
- The school recognises that raising attainment and achievement is a priority. Staff should now continue the work they have begun to measure and evaluate the impact of interventions introduced to raise attainment and achievement for all children.

#### **Reading**

- Almost all children who are working towards the early, first and second levels are confident, able readers who enjoy reading. Children are able to read with increasing levels of expression and are developing their knowledge about a wide range of authors and the books they have written. At second level, children are able to talk about why they like certain authors. Children are able to recap on a story and can describe characters from texts read.
- At early and first levels, children enjoy listening to stories and almost all engage well for most of the lesson. Literacy is linked to interdisciplinary learning (IDL), giving children opportunities to read, write, listen and talk. Children work well in small groups and pairs. However, a few of the younger children found it more difficult to focus for all of the discussion and are benefitting from having some time to be involved further in purposeful play.
- Staff should continue to build challenge in learning through focusing on the skills being developed with more explicit links being made to develop pupil skills in other areas of the curriculum.

- Across the school, the environment supports literacy, for example, through well-resourced library areas and relevant wall displays around the school.
- Staff have recently begun to engage in moderation activities to improve the quality of teacher judgements. Staff should continue to work with others to moderate practice and set standards for learning in literacy.

### **Writing**

- Across the school, writing is of a good standard and almost all children are attaining well. All children have opportunities to write for a variety of purposes and in a range of genre.
- Almost all children are making good progress. Teaching of phonics and spelling helps children improve their writing. Teachers now need to include clearer targets to help children improve their writing. They should involve children in setting these targets. This will help children to understand their own progress and next steps.
- Staff provide interesting opportunities for children to write. There are examples of a range of writing linked to social studies work and IDL.
- The school is at an early stage in tracking writing systematically. Teacher judgements and assessments of Curriculum for Excellence levels need to be supported more robustly through the use of benchmarks. This will help staff identify how well children are progressing through the Curriculum for Excellence levels.
- In supporting children's progress in writing, staff now need to provide consistently more constructive feedback in jotters. This will help children understand their progress and next steps in writing.

### **Listening and Talking**

- Across the school, almost all children engage well in listening and talking activities. Overall, children are articulate and keen to express their views and opinions. Staff are beginning to understand the importance of the use of wellbeing indicators and are teaching children about the UN Convention on the Rights of the Child. Staff plan to link this work further to the development of life skills to prepare them for the world of work.
- Almost all children listen well and respond to each other in a respectful way. Older children readily support younger children. Children would benefit from planned approaches to teaching the skills for listening and talking more explicitly.
- The school now needs to assess and track children's progress in listening and talking.

### **Other language work**

- Children across the school learn French. From work in jotters and in talking to the children, it is not clear how they are being given consistently challenging or differentiated work.

### **Numeracy and mathematics**

- At all stages, children make regular use of digital technologies to reinforce their learning. These approaches to learning are supported by effective teaching approaches involving the whole class or smaller groups. In mathematics, children work well together in groups. They benefit from developing mathematical skills, for example, weighing ingredients

during baking, as part of their farming theme. There is scope to develop this further and allow children to apply their learning to real life contexts.

- Almost all children are making good progress in mathematics and are building well on their earlier learning.

### **Number**

- Almost all children are developing confidence in their number skills, including mental calculations. At the early stages, almost all children can perform addition and subtraction calculations using numbers up to ten or larger. Almost all children who have already achieved success at first level are able to talk confidently about simple fractions and their equivalents. Children working within second level are able to carry out mental multiplication tasks with agility. They are able to work between fractions, decimals and percentages successfully.

### **Money**

- Across the school, most children are developing a relevant awareness of money and can recognise and use coins for simple calculations. By the upper stages, children are able to calculate the costs of increasingly complex shopping lists and are developing an understanding of profit and loss.

### **Measure**

- Across the school, children are learning appropriate strategies for measuring. They are developing an understanding of units of measurement and are using real life contexts, for example potato crop yields, to develop skills in estimating. By the upper stages, most children are aware of appropriate units of measurement and the relationships between them.

### **Shape, Position and Movement**

- In a focus group of children who are achieving at first level, almost all could name and describe some common properties of simple 2D shapes and 3D objects. They are beginning to develop an understanding of angle. A few children could relate right angles to real life examples, including dance positions. At the upper stages, in a focus group of children achieving at second level, the majority were able to calculate areas of simple objects successfully.

### **Information Handling**

- Across the school, children benefit from opportunities to gather information and to present this in suitable tables and charts. Staff should continue to ensure that there is an appropriate progression of challenge from P1 to P7 and provide more opportunities for pupils to develop the use of digital technologies in this area.

### **Problem solving**

- By P7, most children are developing, and can discuss, suitable strategies for solving problems involving several operations.

### **Attainment over time**

- Due to the small number of children within the school, the data cannot accurately define trends over time in attainment. Data presented by the school from teachers' professional judgement and standardised assessment indicates that overall attainment in numeracy and literacy is good. It shows that almost all children make good progress from their prior

levels of attainment in literacy and numeracy. It is the view of inspectors that there is still headroom for improvement in children's attainment in literacy and numeracy. Children with additional support needs make satisfactory progress from prior learning.

- The school should revisit the use and purpose of Assessment is for Learning strategies to help support teachers' professional judgement of standards of attainment. This will help teachers to challenge and raise standards for all children.
- More robust tracking of teacher professional judgement would provide more detailed information about children's strengths and next steps in learning. The school now needs to implement their plans to track progress in all curricular areas more robustly. This will ensure a clear view of children's progress across the curriculum.
- Attendance levels are high. Children think their lessons are interesting and enjoy school.

### **Overall quality of learners' achievement**

- Overall, children are successful, confident and articulate. They are beginning to benefit from opportunities to take on leadership roles through leading team building groups. There is significant scope to develop these opportunities further.
- Children's achievements are recognised, celebrated and captured on the Awesome Auchengray Achievers Display and also at assemblies. Staff have identified that their next step is to develop a system to track children's achievements in and out of school, including skills development and progress across the experiences and outcomes. The introduction of personal learning plans and profiles will support children further in recognising and tracking their own achievements.

### **Equity for all learners**

- The school has a strong commitment to providing equity for all learners. Staff know children and their families well. They have a good understanding of family circumstances and identify barriers to learning. Staff should continue to engage in professional learning opportunities to support their increased understanding of appropriate interventions to close the attainment gap.
- The school gathers a wide range of data about children's progress. There is scope for staff to now improve their skills in the scrutiny and analysis of this data to inform decision making about strategies to improve attainment for identified groups of children.
- Almost all children are fully engaged in their learning. They would now benefit from more opportunities to participate in decision-making to strengthen pupil voice within the school. This will encourage children to develop greater ownership of their own learning.
- Parents welcome opportunities to engage with the school to support their child's learning. Staff should now take forward their plans to provide parent workshops in literacy. This will strengthen partnership working with parents further and support improvements in literacy.
- The school plans to use its allocation from the Pupil Equity Fund to address identified gaps in literacy and provide challenge for more able children. The school should now consider how they will evidence the impact of these approaches in raising attainment for all.



## 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.

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