

Preston Street Primary School

Post-inspection Visit by City of Edinburgh Council 6 February 2024

In December 2019, a team of inspectors from Education Scotland visited Preston Street Primary School. Following the inspection, in February 2020, Education Scotland published the following areas of improvement that were identified:

- Continue to make better use of information on the work of the school to make sustainable improvements. The leadership team should improve further approaches that ensure that changes make a positive difference to children's achievements and attainment.
- Improve approaches to how staff assess children's progress across all areas of the curriculum.

The following evaluations were achieved within each of the core quality indicators

Quality indicators	Evaluation (2019)
Leadership of change	good
Learning, teaching, and assessment	good
Raising attainment and achievement	very good
Ensuring wellbeing, equality, and inclusion	good

Quality indicators	Evaluation (2024)
Leadership of change	good
Learning, teaching, and assessment	good
Raising attainment and achievement	very good
Ensuring wellbeing, equality, and inclusion	good

The Post-inspection Visit

A team of council officers visited the school on 25 October 2023. The team consisted of the Quality Improvement Manager and a Quality Improvement Education Officer. The team carried out joint shared classroom experiences with a member of the Senior Leadership Team to all eleven classes.

The team met with the school's Senior Leadership Team to discuss progress with areas of improvement identified by HMIE in December 2019. The team also met with the following focus groups: teaching staff, Primary Four and Seven pupils and parents. The school provided a range of evidence which demonstrated the change/progress they have made. For Quality Indicator 2.3 (Learning, Teaching and Assessment) it was agreed further evidence was required. A team consisting of two Quality Improvement Education Officers returned on 6 February 2024 and visited all eleven classes with a member of the Senior Leadership Team.

Findings of the Visit: Progress with Areas of Improvement

- 1. Continue to make better use of information on the work of the school to make sustainable improvements. The leadership team should improve further approaches that ensure that changes make a positive difference to children's achievements and attainment.***

Strengths/progress made

The Senior Leadership team use the leadership of change methodology to gather, analyse and evaluate data to plan interventions and tests for change. At the time of the inspection in 2019, a faculty model was in place from Primary Three to Primary Seven. This approach to learning has been disbanded after considered self-evaluation. As a result, teaching staff have knowledge of their learners across all curricular areas and can plan and assess interdisciplinary learning, that enable pupils to apply learning in real life contexts. The current approach in place allows nurturing relationships to be developed with pupils who find transitions difficult.

The Head Teacher has developed an in-house tracking system which enables the school to track the attainment for all learners and shows pupil progress over time. This tracker is used to analyse factors that impact on pupil progress, including English as an additional language and attendance, enabling timely interventions to be planned. Data generated is scrutinised and used to identify successes, areas of improvement and next steps.

Senior leaders and staff have a sound understanding of the socio-economic and cultural factors that may present as barriers to learning, and how these impact on the experiences and life-chances of learners. Senior leaders have delivered workshops to support teaching staff's use of data. All staff know pupils and their families very well. Barriers to learning are quickly identified and intervention programmes put into place. The school is committed to creating equity of opportunity for all learners. This is evident in the school's rationale when delivering on equity. Pupils are offered a wide range of experiences as part of the school's inclusive curriculum, delivered in partnership with partners.

The school has planned supports in place to improve pupil attendance. This is tracked and monitored closely. Supports include a targeted breakfast club and a pupil support officer who works directly with parents.

The school gathers self-evaluation data from staff, pupils, and parents to inform its priorities. Staff use the quality framework from How Good is Our School (Version 4) and its challenge questions as a structure for self-evaluation.

There is a clear commitment to professional learning and an understanding of its impact on improving experiences for learners. The Head Teacher has developed professional learning at all levels, particularly in relation to play pedagogies. Other whole school professional learning includes English as an additional language, zones of regulation and autism training. The Primary Seven teachers are currently participating in a Lesson Study programme with teaching staff from Tollcross Primary.

Recent development work has focused on making the purpose of learning explicit for learners and on differentiation, an area of focus for schools within the James Gillespie's Learning Community.

All staff are given the opportunity to take forward areas of school improvement. During Session 2022-2023 staff participated in working groups to develop an Assessment and Reporting strategy, a Collaborative Literacy strategy with the English as an Additional Language Team and an Empowered Learning strategy for learners in Primary Six and Seven. Primary Seven pupils are given a wide range of opportunities to lead. These include an Equalities group, Maths and Reading Ambassadors, Eco and a Better World Society Group

that encourage pupils to engage in activities that contribute to the local and global community.

There are positive and nurturing relationships between staff and pupils, and amongst children themselves. Pupil engagement is very good where the pace of learning was appropriate, and learners were active.

In all classrooms, well planned lessons ensured the purpose of learning was clear. Planned differentiated learning was evident in all most all classes. Teaching staff made use of a range of scaffolds including modelling and What a Good One Looks Like (WAGOLL) to support learning. In all classrooms a choice of strategies and supports are available to pupils to enable them to be successful and work independently.

Clear and consistent routines used by the Support for Learning Teacher is supporting pupils to identify next steps. In most classrooms, effective links to prior learning were made and in some classes to real life experiences where learning would be applied. Learning intentions and success criteria were used and in the majority of classes the success criteria was created by learners. Most pupils are given the opportunity to share and talk about their learning.

Next steps/continue to

Within classrooms, teaching staff should continue to build on the opportunities for pupils to lead their learning. As identified by the school, teaching staff should further embed approaches to teaching and learning that foster planning for assessment and differentiation that provides appropriate challenge.

The Head Teacher should support staff to develop the knowledge they have into their practice to ensure the full impact of their professional learning is obtained.

The school should build on the pupil voice system currently in place to further develop pupil engagement in school improvement planning. This will increase pupils' understanding of how their voice is making a positive difference and effecting change.

Findings of the Visit: Progress with Areas of Improvement

2. Improve approaches to how staff assess children's progress across all areas of the curriculum.

Strengths/progress made

Parents and carers are well informed about the summative assessments taking place in school and how data is used to support their children's learning.

Parents and carers in the focus group provided examples of how assessment approaches used in school have supported learning at home, targets set at Child Planning Meetings and the school's improvement priorities.

The pupils spoken to, understood that staff assessed their work to provide feedback or to challenge them. Most pupils are confident learners and self-assured in what they are saying.

Teaching staff use Assessment is for Learning strategies to assess pupils' understanding. Some staff are beginning to use technology to gather and collate pupils' self assessments and pupils' views. This data is shared with learners to provide immediate feedback. The use of plenaries and check-ins are developing pupils' language of learning.

In Primary One and Two pupils are given the opportunity to be Learning Detectives, capturing photos of learning using an iPad. These photos are discussed during the plenary to support develop pupils' language of learning and their next steps.

A variety of assessment approaches were observed in classes to assess pupil progress in literacy and numeracy. This included show me number fans, timed challenges, and the use of an iPad to photograph a pupil's successful completion of a task.

Assessment data obtained by teaching staff is used to inform pupil targets in literacy and numeracy. Pupils from Primary Three upwards were able to talk confidently about their targets and what they need to do to achieve them.

Data produced is used to support teachers' professional judgements. The Head Teacher has put in place an assessment framework that tracks interventions identified to support pupils. This is currently used by the Senior Leadership Team and teaching staff to track pupil progress.

All pupils self assess their wellbeing using the Wellbeing Indicators throughout the school session. They are asked to provide a reason for their thinking with

their scores. When Pupils with score of three or lower interventions are put in place. This support is valued by pupils.

Next steps/continue to

The school has identified as its next steps, for staff to create an assessment calendar that includes moderation and a review of the validity, reliability, and relevance of assessment activities.

As identified by the school, staff should create a toolkit of agreed formative assessment approaches that will develop pupils' language of learning and further embed the use of assessment is for learning strategies across the school.

The school has been began using iPads as a tool for assessment. This should be developed across the school to give all pupils the opportunity to self-assess or peer assess using technology.

Conclusion

The school provided a range of evidence which demonstrates the change/progress they have made. The Quality Improvement Education team found that Preston Street Primary School had made appropriate progress in the two areas highlighted by Education Scotland in 2019.

The Quality Improvement Education Officers for the school will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents and carers through the Standards and Quality reports at the end of each session. The review team agree with the Standards and Quality Self-evaluation grades.