

# Education, Children and Families Committee

## Sub-committee on Standards for Children and Families

14:30, Monday, 6 March 2017

### Primary School Follow Through at Kirkliston Primary School

Item number	5.3
Report number	
Executive/routine	
Wards	Almond

#### Executive Summary

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Education Scotland (ES) follow-through arrangements are carried out one or two years after the publication of the inspection report. ES will only return to schools where the inspection report was less than satisfactory. Inspectors will carry out this return visit within one year of the original inspection and will publish a follow-through report.

In all other instances the responsibility for following up the original inspection will lie with the local authority and authority officers will produce the follow-through report.

The purpose of the follow-through report is to provide information to parents on the continuous improvement in the school including any area identified for improvement.

This report advises the Sub-committee of the outcomes of the follow-through visit. (Appendix 1).

#### Links

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Coalition Pledges	<a href="#">P05</a>
Council Priorities	<a href="#">C02</a>
Single Outcome Agreement	<a href="#">S03</a>

# Report

## Primary School Follow Through at Kirkliston Primary School

### Recommendations

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The Sub-committee is requested to note the:

- 1.1 progress made to date from the original inspection in January 2015;
- 1.2 education authority will not publish further reports in connection with the 2015 HMIE report but will continue to work with the headteacher to ensure the school's self evaluation and monitoring approaches lead to continuous improvement.

### Measures of success

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- 2.1 Kirkliston Primary School provided an excellent standard of education for its pupils.

### Financial impact

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- 3.1 There are no financial implications contained in the ES report.

### Equalities impact

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- 4.1 There are considered to be no infringements of the rights of the child.
- 4.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

### Sustainability impact

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- 5.1 None.

### Consultation and engagement

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- 6.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection.

### Background reading/external references

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<http://www.educationscotland.gov.uk/inspectionandreview>

## Alistair Gaw

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## Links

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<b>Coalition Pledges</b>	P05 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
<b>Council Priorities</b>	C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
<b>Single Outcome Agreement</b>	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1. Follow through report - Kirkliston Primary School dated December 2016

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**KIRKLISTON PRIMARY SCHOOL**  
**FOLLOW-THROUGH REPORT – December 2016**

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**1. The inspection**

- 1.1 HM Inspectors published a report on the quality of education in Kirkliston Primary School in January 2015. Subsequently the school, with support from the education authority amended the school improvement plan to take account of the findings of the inspection.
- 1.2 An education authority team recently visited the school to assess the extent to which the school was continuing to develop the quality of its education including the areas identified for improvement and produced a progress report for parents.
- 1.3 This report tells you about the quality of education provided by the school since the original inspection. It also comments on the progress made in the agreed areas for improvement.
- 1.4 The main areas of focus are on learning and achievement, meeting the learning needs of the pupils and leadership to help the school achieve its aims.

**2. How well do young people learn and achieve?**

- 2.1 Since the visit by Education Scotland in 2014, the school has continued to improve the high quality of learning experiences for all children across from Nursery to P7. The Headteacher was seconded during session 2014-2016 to the City of Edinburgh Council Quality Improvement Team following the school's inspection and has now returned to her post.
- 2.2 Kirkliston Primary has a warm, welcoming, happy atmosphere throughout the school. The school has a stimulating learning environment, recently enhanced by a new extension to the main building. The school has an embedded culture of learning where children are focussed, engaged, eager and enthusiastic to learn.
- 2.3 The children in Kirkliston Primary School and Nursery continue to learn and achieve very well. In the Nursery, children are actively engaged in their learning through high quality resources and experiences. There was a sense of calm, aided by the layout, as there are areas where children can work or explore in small groups. The volume of pupils and environment are well managed by the staff. The outdoor area offers opportunity to have energetic and quieter play.
- 2.4 The nursery was rich in numeracy and literacy, offering opportunities to meet children's differing preferred methods of learning. Staff were skilled in the way in which they supported children using questioning to promote challenge and encourage problem solving.
- 2.5 Across the nursery and school, staff know children extremely well through rigorous and effective tracking and monitoring of attainment and achievement.

Attainment continues to be high, with significant improvements in Literacy, using an effective proportionate level of assessment and moderation, using Big Writing and the new Benchmarks. Numeracy has been identified as a focus for support and challenge this session. Children have an involvement in the planning of their learning and are reflective and confident about their progress. Children work independently and are able to discuss their learning appropriately. Staff plan in stage groups, ensuring that lessons were active and fun where appropriate.

- 2.6 Learning Intentions and Success Criteria are shared with pupils. Staff will continue to work on effective Assessment is for Learning strategies, with a particular focus on differentiation within lessons, to ensure a consistency across the school. The authority has discussed with staff ways to continue to develop this.
- 2.7 Staff and the Active Schools Coordinator offer a wide range of clubs. Pupils were very aware that the school is a hub for activities within the community. All children are encouraged to participate in a club and are able to share their wider achievements. The children have identified clubs they would like to run and staff will try to develop these in the future. Pupils were proud of their leadership within the school, including Healthy Helpers, Language Leaders, Digital Leaders and House Captains. They have enjoyed a wide range of excursions including Deep Sea World, The Risk Factory and residentials at Benmore and Broomlee.

### **3. How well does the school support young people to develop and learn?**

- 3.1 At the primary stages and in the nursery, staff provide an exceptionally supportive environment where children can achieve and feel valued.
- 3.2 In the nursery, staff know the children and families extremely well. They ensure the children feel safe, secure and included and know the children as individual learners. Staff continue to develop ways of planning with the children and are developing literacy and numeracy creatively in the outdoor area.
- 3.3 At the primary stages, teachers plan tasks and activities that meet the needs of almost all learners very well. Teachers differentiate lessons well to support children to access their learning with an appropriate level of challenge Staff work closely with partners, support services and parents to meet children's learning needs. PSAs are highly trained and provide great support for pupils in their care. Support for Learning effectively engages children in classrooms and small groups.
- 3.4 All stakeholders continue to develop the high quality curriculum offered to pupils at Kirkliston Primary. Parents clearly play an extremely important part in the success of the links between the school and the community.
- 3.5 The school should now continue with its plans to further develop aspects of Health and Wellbeing and Technology to enhance learning. The school has identified that they will continue to review planning and their Learning Journeys/Achievement Folders in line with newer guidance.

#### **4. How well does the school improve the quality of its work?**

- 4.1 The school has continued to be extremely well led by a harmonious, hard working Senior Management Team. The Headteacher continues to provide inspirational leadership to the school. Leadership is strong throughout the school at all levels. Staff and pupils talk enthusiastically about their roles and contribution to learning and school improvements. Effective self evaluation continues to be the bedrock of the success of Kirkliston Primary. The views of the entire school community are sought regularly to identify next steps in school development.
- 4.2 The school has continued to maintain its high standards despite changes in staffing and leadership restructuring in the past two years. The new extension and facilities have enhanced the learning environment and provide opportunities for all pupils. A further extension of additional classrooms is currently under development. This has further implications for staffing changes in the future.

#### **3. Conclusion**

- 3.1 With support from the education authority, Kirkliston Primary School provides an excellent standard of education. The school had continued to progress very well since the inspection and had made the necessary improvements in light of the inspection findings. The education authority will not publish further reports in connection with the 2014 HMIE report.

Arran Finlay  
Quality Improvement Education Officer  
December 2016