

Bellsbank Primary School & ECC

EDUCATION VISIT 2023/24

21st & 22nd February 2024

Visiting Team –

Jamie Houston - Head Teacher, Fenwick Primary School & ECC

Gail Elder – Quality Improvement Officer, Literacy

Derek Forsyth – Head Teacher – Quality Assurance

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Feedback from school visit 21st & 22nd February 2024

As discussed, the feedback is being posed as a series of questions to consider rather than as evaluative comments.

Feedback is based on the information shared by the Head Teacher and Depute Head Teachers on each morning of the visit, observations from visits to lessons, feedback from the teaching and non-teaching staff meetings as well as pupil and parent/carer meetings. Feedback is also derived from electronic and paper documentation that was provided to the visiting team.

Overall Strengths

- The relationships throughout the school are strong, respectful and caring.
- Whole school nurture is fully embedded and evident throughout the school.
- The Senior Leadership Team know the school and are clear on its progression. It was also acknowledged that they are a strong support for the whole school community.
- The Depute Head Teacher has developed ASN procedures which give a comprehensive view of the progress and supports each child is or has received. This approach should be shared with colleagues beyond the school.
- The Quality Assurance procedures are rigorous, clear and impact on the quality of learning and teaching.

Overall Feedback

- The Senior Leadership Team are motivated to give the pupils the best education possible and committed to the school within the wider community.
- The SLT are fully aware of the challenges within the local community and strive to support children and families in a range of ways.
- From the presentation and discussions with the Head Teacher and Depute Head Teacher during the visit it is clear that there is a shared understanding regarding their vision for the school.
- Attractive building that is welcoming and shows the current developments of the school and the children.
- The school environment is warm, welcoming and displays show the work the school is engaging in, including RRS.
- Polite and well-mannered children who add to the positive ethos of the school.
- The Head Teacher works with the whole school community for continual sustainable progress and development.

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Overall Feedback (continued)

- Positive relationships between pupils and staff are evident in and out of class.
- Teaching staff are creating a welcoming, positive ethos within their classrooms.
- Digital technology is well used throughout the school for teaching and supporting lessons.
- Classroom displays are beginning to showcase current learning journeys.
- Most lessons and activities were engaging and appropriately pitched.
- Pupils appeared keen to engage in their learning.
- Children are happy and feel safe within the school.
- Some pupils were able to talk about the levels they were working at.
- Pupils are happy and content with the school and were confidently able to discuss aspects of the school they enjoy.
- The staff praised consistent leadership and direction as a strength within the school.
- The staff appreciated the support of the SLT and feel part of a whole school team.
- Staff commented on the positive relationships and are keen to engage with parents and carers.
- The school community has created a safe and nurturing environment in which children learn.
- Parents acknowledged that the school is keen to work in partnership with parents and carers but they need to engage more with the school.
- Parents praised the SLT team for the interventions and supports they offer children and their families when required.
- Parents were very happy with the current leadership and direction of the school.

Areas for Consideration

The areas for consideration build on evidence observed during the visit. There is no implication that the areas for consideration are not already being considered or actioned but may benefit from being strengthened or consistent across the school.

- Are there clear and consistent expectations for classroom displays, including a balance between pupils' work and learning aids?
- How are you continuing to develop differentiation to meet the needs of all learners?
- What plans are there for in-house and education group moderation of planning, learning and teaching across the curriculum?
- In line with plans for continuing moderation, what plans are there for professional development on teacher judgements?
- How are you planning to track wider achievement and how are you going to ensure that all children can access various opportunities?

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Areas for Consideration (continued)

- What are your plans for celebrating success throughout the school?
- How are you going to further links with the parents/carers and the wider community?
- How are you going to re-establish robust and effective transitions between establishments?
- Is there a clear and consistent understanding of assessment, and its purpose, across the school?
- How are staff sharing levels of attainment and targets with children consistently?

Required Actions

- The school has made significant steps in policy development and the next step should be to reflect this work in an up to date Curriculum Rationale.
- Given the recent history of Bellsbank Primary this is now an opportune time to revisit the schools vision and values.
- The Head Teacher and Depute Head Teacher will further develop leadership roles and responsibilities for staff consistently across the school to maximise improvement.
- There needs to be a development of pupil voice within the overall school and opportunities to shape and lead their own learning.
- The ASN procedures are a strength within the school but require a clear rationale for the school's approach needs to be established, a clear plan to ensure its sustainability and staff need to be kept up to date with current protocols and procedures.

As a Quality Assurance team, we will continue to engage with the school over this session and next to look at implementation of required actions and areas for consideration.

The team and I would also like to take the opportunity to thank you for the warm welcome we received from the pupils, the staff and yourself during our visit. We really enjoyed our visit and look forward to working with you again in the future.