

Summarised inspection findings

Greenhill Primary School

North Lanarkshire Council

SEED No: 8502625

22 August 2017

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- The headteacher provides highly effective and supportive leadership to all across the school. She leads by example and promotes a caring and supportive environment. Since taking up her post, she has shown a strong commitment to leading change which has had a positive impact on children which is evidenced by the quality of care and support the school provides. She is well supported by two highly effective principal teachers who are positively leading the development of key aspects of the curriculum. Together, they provide a very strong Senior Management Team (SMT) who promote high standards underpinned by a nurturing and positive ethos.
- The school benefits from a shared understanding of the values which underpin the life and work of the school. These values are firmly based on children's rights and are clearly evidenced and articulated by all members of the school community. This reflects staff's commitment to provide meaningful opportunities for children to learn in a safe and supportive environment. The headteacher has confirmed that she plans to revisit the school vision in conjunction with children, parents and staff. This, coupled with the newly designed curriculum rationale, should provide stakeholders a key focus on securing improved outcomes for all children.
- The headteacher is skilled in identifying the strengths of the whole staff team and in using these strengths to the benefit of children throughout the school. As a result of this strategic leadership she has cultivated a strong and supportive staff group who are able to make valuable contributions to leading improvements across the school. They are taking responsibility for a wide range of developments across the school, including the participation in professional development activities. A few have undertaken additional qualifications to support curriculum developments.
- A range of evidence is used to identify priorities for improvement such as attainment data, professional dialogue and seeking the views of a range of stakeholders. There is a clear and well-judged school improvement plan which reflects the key priorities identified through the school's self-evaluation approaches. There is a clear focus on raising attainment in literacy and numeracy.
- Self-evaluation is based on an increasing range of well-managed activities. The headteacher regularly reviews learning and teaching and curriculum plans. All staff are encouraged to reflect on their practice and engage in peer evaluations. The SMT have created positive professional and supportive relationships which are founded on mutual

respect and are a real strength of the school. This is creating an environment where staff are confident to lead change at both a classroom and whole school level.

- Staff take on active leadership roles which have led to improvements in the range of activities children can participate in. They know the children very well, and are aware of their socio-economic background and are actively trying to reduce any barriers to learning. The staff's commitment to improving the experiences of children has led to an increased range of after school clubs and master classes. Children have a range of opportunities to develop leadership skills and express their voice. Make a difference (MAD) Groups provide an effective forum for children at all stages to share their thoughts on the school and their learning.
- The school has developed strong partnerships with Drumpark Primary which is leading to positive, supportive relationships for all staff and children involved. Well-planned joint activities are a very strong feature of this. The school's involvement with a range of partners in the community, including the local church and football team, continues to develop the leadership skills of children.
- The school should continue with its plans to develop leadership opportunities for children with a focus on the skills they need for their own learning, life and work.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

Learning and engagement

- The very positive ethos in the school reflects a strong commitment to children's rights. Children have a good understanding of rights and can articulate what they mean for them. Each class has a helpful display for children to use a part of their learning and support their discussions about rights.
- Staff foster very positive relationships with children across the school community. The SMT are very positive role models for staff. Across the school, children are polite and well-mannered and are clearly proud of their school community. Their learning and achievements are displayed attractively throughout the school. Displays engage and inform learners well. Throughout the school there is calm, purposeful learning climate.
- As part of the MAD Groups children work with others across the school to take forward aspects of school improvement. Children are very enthusiastic about the influence they have in improving their school community. They benefit from contexts, such as these, which allow them to apply their learning in interesting ways. As the groups develop, it is important that younger children also have the same opportunities for leadership.
- Across the school, children demonstrate positive engagement in their learning. They listen well to staff and enthusiastically contribute during lessons. They respond particularly well to the opportunities they have to work in pairs and in groups. Children at the early stages are very independent and approach tasks with great enthusiasm. They benefit from active learning approaches, good examples of this were observed in literacy. Overall, children enjoy well-planned interesting lessons. However, there are times when children are too passive in their learning. We have asked that staff ensure more active learning experiences are consistently provided for children and ensure pace and challenge is a consistent feature of all lessons.
- There are positive examples of children taking responsibility for their learning. In a few classes, children responded well to cooperative learning approaches. Commendably, this was observed working well at the early stages. Teachers enable children scope to help shape learning as part of interdisciplinary learning contexts (IDL). Staff encourage children to share what they already know about a particular topic and take account of the areas they would like to explore. Using 'snap shot' jotters children identify their areas of strength and next steps in learning. We have asked staff to develop these further to allow children to create their own next step/s as appropriate. As these develop children should have more responsibility in identifying what should be included. Positively, these jotters promote regular engagement with parents.

- In almost all classes, children are clear about the purpose of lessons. Success criteria are used less often by teachers. We have asked that staff share with children greater clarity about what they have to do to be successful. Staff use questions skilfully in many lessons. This could be extended further to promote greater challenge for higher achieving learners. Staff need to ensure they have high expectations of all learners to help raise attainment of all children.
- There are good examples of children using digital technology to enhance and extend learning. Across the school, there are a number of resources which are used to promote this well. For example, at the early stages children use dictaphones to support literacy work and at the second level children film episodes of their learning in physical education and French.
- Teachers have developed assessments linked to planning. Approaches to planning IDL identify specific assessment contexts for children to demonstrate their learning. Staff also use a range of summative assessments at the end of blocks of learning to identify next steps for learners. In discussion with the headteacher, key information is used to identify children who may need further support or targeted intervention. Developing further approaches to assessment is now required.
- Moderation is undertaken with stage partners and with colleagues working at the same level. In the past, staff have worked with colleagues in the cluster and we have asked that they explore opportunities to do this again to ensure that staff have shared expectations for standards to be achieved and have greater confidence in making professional judgements. It would be helpful to extend such activities to colleagues working at the third level.

Planning, tracking and monitoring

- The SMT meet with staff termly with a focus on planning. This is helping to ensure staff consider the different needs of children in their class. Staff are developing approaches to track and monitor children's progress. They are aware that this requires further development and attention. Staff value the opportunities they have to meet with the headteacher termly to discuss their children's progress. They also value the increased information shared with them about factors that may influence children's progress. As staff become more confident in making use of available data and assessment information, this will help the school to have a more accurate picture of how well children are progressing.
- Children enjoy many opportunities to develop skills for life, learning and work across the four contexts of the curriculum. The MAD Groups and master classes are positive examples of how this is achieved in meaningful and relevant contexts. Children are able to relate some of the skills they are developing to the world of work. To develop their understanding of these important skills further staff, should take every opportunity to make explicit to children the relevance of these skills to the world of work. In addition, it is important that children develop these key skills in a progressive way.

2.2 Curriculum: theme 2: Learning Pathways

- The school recognises the need to work with parents and children to develop a clear curriculum rationale which underpins the design of the curriculum. Staff will continue their work to update the curriculum rationale to ensure it reflects the local context and provides strategic pathways for learning.
- Staff are aware of the importance of children applying their learning in different contexts. There should be more planned opportunities for children to apply these in a variety of contexts. The skills children are learning for learning, life and work should be more explicitly detailed in the curriculum rationale.
- Staff refer to and make use of the experiences and outcomes when planning learning. They make good use of the local authority progression framework for literacy. They have recently developed a progression framework for mathematics and numeracy. This should now be used consistently across the school. Staff should continue their work on developing clear learning pathways for all curriculum areas.
- There are very good examples of children developing and applying their literacy skills across their learning. In the best examples, these are developed in real-life and meaningful contexts. There are not as many examples of numeracy and mathematics being developed across the curriculum. Staff now need to build on the positive literacy examples.
- Staff should continue their work to develop a more strategic approach to planning IDL across the curriculum. There are opportunities for children to lead aspects of their learning, particularly in the MAD Group activities. There is scope to give children a stronger voice in informing and shaping the direction of their learning.
- Curriculum planning should focus more on learning outcomes and support consistent learning, teaching and assessment practice across the school.
- The school has an established outdoor classroom that provides opportunities for all children to learn in an outdoor environment. The school's rationale for outdoor learning should be more strategically articulated.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement Primary

- Newsletters, texts and social media help keep parents informed of the life and work of the school. The school website is not up to date and the school is taking steps to address this. Almost all parents are positive about their relationship with the school and feel staff treat their children fairly and with respect.
- The majority of parents feel their views are taken into account when making changes in the school. The headteacher provides opportunities for parents to share ideas at events through post-it note boards. When revisiting their vision the school should ensure that parents are engaged in the consultation process.
- Most parents are positive about the range of activities available where they can learn together with their child. Parents are active in the life of the school through open days, assemblies and supporting master classes. They are kept informed of their child's progress through 'snap shot' jotters, reports and consultation evenings.
- The school has an active Parent Council (PC). Most parents feel they are kept informed about the work of the PC. This is done through letters and social media. The PC is proactive in seeking the views of the wider parent body.

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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

Wellbeing

- Across the school, staff demonstrate a very good understanding of their roles and responsibilities in relation to the wellbeing of children. This is further strengthened through the school's work to raise awareness of the Rights of the Child and this is evident in its application and impact on children throughout the school. Children are treated with dignity and feel their views are sought, valued and acted on. They are well informed and can talk with accuracy and confidence about different United Nations Charter on the Rights of the Child Articles and what this means to them and others in their daily lives. Every class has created their own Class Charter which sets out clear expectations and responsibilities which apply to all. Children feel the work the school has done to date on gaining the Rights Respecting School Award (Level 1) has helped to improve awareness of the lives and needs of others in their school, community and internationally. Commendably, children and staff worked with children and staff in their partner school in the shared campus, Drumpark Primary, to gain their award.
- Across the school and their shared campus, staff and children enjoy positive, inclusive and supportive relationships. Almost all children feel safe in school and that they could speak to an adult if they had concerns. They are also confident that if there were any issues these would be dealt with quickly and effectively. Children are learning about equality and are beginning to recognise and challenge things which they feel are unfair. For example, working to organise joint after school sessions with children from Drumpark Primary who may not have opportunities to take part in clubs.
- Almost all children are able to talk with confidence about key health messages and how these can influence wellbeing in the short and longer term. The school arranges specific inputs to focus on a particular aspect of health and wellbeing. For example, the recent Mental Health Awareness week linked in with the national initiative. Children welcomed the opportunities to explore this aspect of health in further detail and to increase their understanding of strategies they can use to support their own mental wellbeing.
- Children are benefitting from their involvement in after school clubs, MAD Groups and master class sessions. As well as helping to support school improvement, these are helping children to build relationships with others, develop and use a range of communication skills in different social settings and explore new interests.
- The school works very well with a range of appropriate partners to identify resources which will best meet individual's needs and improve wellbeing outcomes for children. For example, the Kodaly Music sessions for P5, Albion Rovers Football Club working to

improve social skills and resilience, the chaplain working to support spiritual wellbeing and explore faith, Speech and Language Therapy working to improve language and communication skills from P1 to P5 and the joint working with Drumpark Primary to increase opportunities for quality outdoor learning experiences through staff training and establishing an inclusive environment.

- The school has planned for the delivery of at least two hours of physical education at every stage.

HPN Act – statutory duties

- The information provided by the local authority catering services shows that whilst positive changes have been made there are further steps required to enable the school to comply fully with the Health Promotion and Nutrition Act.
- As the school takes forward its work on Fairtrade, it should review the products sold at the weekly tuck-shop to ensure it meets the relevant standards and that these reinforce opportunities for choices that are health promoting.

Fulfilment of statutory duties

- The school has an additional support needs overview which provides a clear summary of children with potential barriers to learning and the type of support required to address these. Staff make use of a staged-intervention approach to ensure children progress is monitored carefully and children are given appropriate support as required. The headteacher and principal teacher lead the support for learning programme effectively to help raise attainment. Appropriate documentation which takes account of the views of children and parents is maintained. Support for individuals and groups of children is well-planned out effectively.
- As part of the Scottish Attainment Challenge the school has secured an additional teacher and is using this additional resource to provide targeted support to children with literacy-related difficulties. Progress of children receiving support is carefully monitored and evaluated. Arrangements for learning support are flexible to ensure that resources are shared and well-utilised to achieve maximum impact. Learning support staff are well-deployed to help raise attainment and minimise barriers to learning.
- The school's work towards developing a rights based approach to learning and the highly effective links with Drumpark Primary is resulting in a good understanding of equality and diversity.
- The headteacher monitors attendance closely and has systems in place to support children to attend school. As a result, attendance is good.
- Through the questionnaires for this inspection, a small number of children and parents expressed concerns with the school's approaches to bullying. Children spoken to during the inspection week expressed confidence in how bullying is dealt with by staff.
- The RME programme is appropriate and the provision for Religious Observance meets statutory requirements.
- The curriculum is planned to ensure children have opportunities to explore diversity. Sharing the campus with Drumpark Primary allows children to become aware of the needs

of others in a meaningful and relevant way. Children in both schools come together regularly to learn, play and participate in joint events. Headteachers from both schools have worked very well together to ensure that there is a positive, inclusive ethos permeating through the campus. Children, staff and parents are keen to share that this strong partnership is a major strength of Greenhill Primary School.

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*

- Overall, the majority of children are making good progress in reading, writing, listening and talking from their previous point of learning. The school does not yet have a clear picture of children's attainment over time. Staff's own professional judgement indicates that the majority of children in P1, P4 and P7 are on track to achieve appropriate levels.

Listening and Talking:

- Children across the school work well in pairs and groups for a wide variety of learning purposes. They were also able to participate as part of a group to develop skills and share knowledge accordingly. In P1, children showed a clear ability to listen well to adults and then to undertake independent learning tasks. In P5, children used their computing research skills to investigate types of sustainable power and then act as 'teacher' to others in their groups. In P3, children could apply their knowledge of well-known fairy tales to plan and retell the familiar stories from another character's point of view. In MAD Groups younger children have opportunities to talk and interact with older children from across the school in purposeful activities. Staff should provide children with more opportunities to develop their talking and listening skills in a progressive way across the curriculum.

Reading

- At the early level, children use their knowledge of phonics to decode unfamiliar words. By P2, children read familiar texts well and answer a range of questions about the text and can identify the differences between fiction and non-fiction texts. In most classes, there are planned opportunities for children to read for a variety of purposes. Children's independence and early reading skills are well supported. In best practice, reading texts are differentiated to enable children to access a wide range of reading materials. This good practice should now be extended across the school. A well-stocked school library with scanning facilities supports children with individualised personal reading. Strategies to support reading are on display in every class and children can talk about the application of these strategies and how they help their learning. By P7, children can discuss the writer's craft. They read fluently, with expression. There is scope for offering more opportunities to challenge children and develop their higher order reading skills.

Writing

- Children plan and write purposefully across most curricular areas including science reports, recounting personal experiences and poetry. The majority of children are making good progress in spelling and write independently. In P1, children use dictaphones to write independently. Writing is celebrated in every classroom through 'Star Writers' and is evidenced in well-presented displays of children's work around the school, especially for

MAD Group learning experiences. In some classes, children are well-supported through a range of teacher/staff interventions with tasks being differentiated for groups. Children are aware of what they are learning in writing through clear learning intentions. They are becoming more skilled at improving and up-levering their writing through self and peer assessment. This could be refined through more individual focused feedback on next steps in learning. In most classes, children are using their reading texts to stimulate writing and make clear connections across the curriculum. There are good examples of children's extended writing across the second level. Positively, this is encouraged across learning.

Attainment in Numeracy and Maths

- Overall, attainment across the school is good. A majority of children are predicted to achieve expected curriculum for excellence levels at P1, P4 and P7 by June 2017. The schools attainment data correctly identifies that the majority of children at P2 and P3 are making good progress towards the achievement of first level. The majority of children at P5 and P6 are on track to achieve second level by P7 or before.

Number, Money, Measure

- Across the school, children are developing their mental agility skills through a range of active learning approaches. They are able to identify and explain a range of strategies when solving number problems. Most children at P1 work confidently on addition calculations within ten. They are developing their understanding of number patterns. At P4 most children use appropriate mathematical language and pictorial representation to explain fractions. They recognise the link between multiplication and division processes. At P7, most children accurately convert between fractions, decimals and percentages. Across the school, children can partition a wide range of whole numbers to aid calculations. There is scope to develop understanding of number patterns and simple algebraic equations at P7.
- Children at P1 identify a range of coins and use these to find simple amounts. Children at first level have begun to use money in real life contexts. At P4 most children can identify coins and notes to £20.
- Most children at P4 record 12 hour time and a few convert to 24 hour notation. Children at P7 have developed an understanding of the link between speed, distance and time. At P5, most children can make reasonable estimates of length and height based on their knowledge of familiar items. Most children at P7 convert centimetres to decimals of metres. At P7, children should further their understanding of area.

Shape, Position Movement

- Children in P1 use line symmetry to complete pictures. At P4 almost all children can identify a range of 2D and 3D shape. Most children describe shape using appropriate mathematical language. At P4 and P7 there is scope to develop children's understanding of types of angle.

Information Handling

- Across the curriculum children are given opportunities to develop information handling skills, (for example, the Eco group surveyed playground litter and represent this data as a bar graph.) Most P4 children display data as bar graphs, Carroll and Venn diagrams. At second level children explore a range of statistical diagrams, including pie charts, bar graphs and line graphs. A few children at P7 and a majority at P4 use the vocabulary of

probability appropriately. At P1 and P2 most children are able to use fair or unfair in relation to sharing calculations.

Attainment over time

- The school is at the early stage of tracking pupils' attainment over time and could not supply these attainment figures. New systems are now in place to add rigour to the process. Regular tracking meetings between staff and senior managers have a focus on individual children's progress. This builds on data from recently introduced standardised tests and from teacher judgements of both formative and summative assessments. Staff know the children very well and are providing individualised support for a range of learners. As the range of data gathered over time increases, the school should use this to support raising the attainment of all.

Overall quality of learner's achievement

- Overall, children are confident and enjoy contributing to the life of the school. Children are proud of the school Rights Respecting School Awards and are knowledgeable in talking about the responsibilities involved. Children would benefit from opportunities to reflect on skills they are developing in these activities.
- The school works with parents and others to recognise, share and celebrate the achievements of children. There are vibrant and informative displays around the school to raise awareness of children's successes and the contributions made to improving aspects of school life through their involvement in the MAD Groups.
- Children are encouraged to share achievements and success through their 'snapshot jotters'. The school recognises the need to collate this information in a more rigorous format that will help children and staff recognise the skills they are acquiring and developing. This would help to identify and allocate resources and efforts to best support children who may have fewer opportunities to experience and recognise their achievements and successes.
- Across the school children are involved in improving aspects of life in school. They agree a Class Charter with their teacher and peers on an annual basis. Information about the focus and impact of the work of the MAD Groups are shared through displays on the walls. Links are made to the work of the groups, UNCRC Articles and Curriculum for Excellence experiences and outcomes.
- The school provides a number of opportunities for children to take part in activities and sports after school. Children take great pride as representatives of their school in sporting events and festivals, performing at school shows or in competitions. For example, the school football league, school choir performing at Glasgow Music Festival and Hamilton Shopping Centre.
- Children are taking on leadership responsibilities in school; they have a range of jobs in their classes and show great respect, care and empathy toward others in their school building.

Equity for all

- The school has identified those children in each class who require additional support. All members of staff know the children and their families well and work to remove barriers to

learning thus reducing the attainment gap for these children. The school should continue to monitor and track these children to evaluate the impact of these initiatives.

School choice of QI: Transitions

- **Arrangements to support learners and their families**
- **Collaborative planning and delivery**
- **Continuity and progression in learning**

Arrangements to support learners and their families

- Robust arrangements are in place to support children transitioning from nursery to primary school, from class to class and from primary to secondary school. Very good opportunities for joint transition experiences are in place for children attending P7 in Greenhill Primary School and Drumpark Primary. As the school has many associated nurseries and not one attached to the school, arrangements are well planned for children and families at the early level to visit the school for a range of interesting experiences across the year. Families are well supported by staff and partner agencies and children's learning is seamless at the early level.
- Arrangements for transitions from class to class and for children transferring into and outwith the school are well-embedded. Staff have a shared understanding of the purpose and impact of smooth transitions on children's learning, with staff sharing key information. The school takes very good account of all children's emotional and pastoral care issues. Planned activities for families at early level have been responsive to parental feedback. Very good relationships have been created between the school and the main associated nursery.

Collaborative planning and delivery

- Children transitioning to the high school are involved in planned activities from P6 this session. From this session this will be extended to include P5 children. There are joint opportunities for children from both the primary and Drumpark Primary to attend these experiences. All children in P7 attend a week's residential course and benefit from a range of joint activities across the year. The school has very good pastoral care arrangements in place for children transitioning to high school. The school and high school should now work together to further develop a focus on learning pathways at the point of transition.

Continuity and progression in learning

- The information that staff pass on regarding children is relevant and comprehensive. All staff know children very well. There is progression in learning across the curriculum in numeracy and literacy. Staff must now ensure that clear pathways are embedded for all areas of the curriculum. There should be more opportunities for children to develop personal profiles to reflect their own learning journey. Staff are aware of the need to increase the pace of learning for the majority of children across certain areas of the curriculum.

Particular strengths of the school

- Cheerful, well-behaved children who are keen to learn and are proud of their school and their strong links with Drumpark Primary.
- Enthusiasm and leadership of the highly effective headteacher and supportive principal teachers and their relentless drive to secure the best possible outcomes for children.
- Staff who support each other well and demonstrate a strong commitment to continually improving the school for the benefit of its learners and their families.
- Highly-effective partnership working with Drumpark Primary which enhances and extends learning for all children.
- Effective approaches to transition at the early level which supports continuity in learning and helps children move onto P1 successfully.

Agreed areas for improvement for the school

- Continue to develop approaches for planning, assessment and moderation including tracking children's progress in learning and achievement, ensuring that staff set high expectations and that all children are appropriately challenged.
- Continue to develop the curriculum as planned with a greater focus on developing key skills for life, learning and work.

What happens at the end of the 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. North Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

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