

Summarised inspection findings

Lochfield Primary School

Renfrewshire Council

24 March 2020

Key contextual information

Lochfield Primary school is a non-denominational school situated in Paisley. At the time of inspection, the school roll was 261 children across 11 classes.

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 Interactions
- effective use of assessment
- planning, tracking and monitoring

- Relationships across the school are very nurturing, positive and support all children in their learning. There is a respectful and inclusive ethos which is underpinned by the school values. Children in Lochfield Primary are very proud of their school. They appreciate the support they receive from staff to be the best they can be and the many opportunities they are given to attain and achieve well.
- Staff have high expectations of all children and almost all enjoy and are motivated in their learning. In almost all classes, the purpose of learning is clear and children understand what they need to do to achieve success within lessons. In most classes, tasks and activities are well matched to the needs of children. In a few classes, activities need to be better differentiated. All children are given opportunities to be active participants in their learning and collaborate with others in small groups and in pairs. In a few classes, teachers need to increase the pace of learning and ensure all children have sufficient challenge to sustain their interest and engagement. Almost all teachers use appropriate questioning to check for understanding and in a few classes, to encourage higher order thinking skills. Across the school, staff need to continue to improve questioning techniques.
- When children are involved in decision making about how and what they will learn, they respond well. A strong example is the recent work done in developing areas for play based learning in the early primary stages. Children were consulted about resources to help them learn through their play. In most classes, a range of teaching approaches ensures that learning is relevant and engaging. There needs to be greater consistency in the quality of learning and teaching across the school. Staff should ensure lessons are not overly teacher led and that children can take more responsibility for their learning. Teachers should increase opportunities for children to lead learning in the classroom.
- A few children have opportunities to participate in groups and committees such as the pupil council. Across the school, all children should be more involved in decisions that influence the life and work of the school.
- Staff in Lochfield know children well and provide high quality interventions to ensure that learners maximise their potential. Staff are involved in highly effective regular conversations with the leadership team about children and the supports they require. Children are well supported in their learning by trained classroom assistants who provide small group and

one-to-one activities in literacy and numeracy. These interventions are leading to improved outcomes for children who may experience barriers to their learning.

- All teachers use interactive whiteboards well to present information and deliver lessons. The use of digital technology within learning is being developed to include the wider use of tablets and laptops. At present, almost all children have some access to digital resources for learning, including software packages for literacy and numeracy. Use of digital technology is supporting children well across the curriculum. Staff should move forward, as planned, to develop this area and ensure children have increased opportunities to develop skills for learning, life and work through the use of digital technology.
- Staff's commitment to professional learning is improving outcomes for children. For example, professional learning on nurturing approaches is resulting in better relationships across the school. The introduction of play-based learning in the early primary stages is a key area for development for the school. Staff identify this approach is beginning to have a measurable impact on children's language development and engagement with learning.
- Teachers assess children's progress using a range of formative and summative strategies. Assessment information provides a reliable and robust body of evidence to support teachers' judgements. Assessment information supports and informs teachers' planning, which is responsive to the needs of the learners. Children engage in effective self and peer assessment. This is helping them understand themselves as learners. Most teachers provide positive and constructive feedback to children. A few teachers need to provide more information in their feedback about what children have done well and what they need to do to improve.
- Staff share assessment and other information well at points of transition in order to plan appropriately for children. Almost all teachers adapt their planning to meet the needs of learners, taking the interests of children into account. A collegiate approach to planning for children highlights the culture of collaborative learning by staff across the school.
- All teachers track children's progress through an effective class tracker. This informs the newly introduced whole school tracking and monitoring system. All staff use the tracker well to analyse current and historic data across literacy, numeracy and health and wellbeing. This system and the robust analysis of information, allows teachers to identify children's progress and appropriate interventions that may be required. Senior leaders and staff regularly monitor intervention strategies to ensure that these are having an impact on learning and leading to measurable improvement. As staff become more familiar with the new tracking and monitoring system, they should continue to develop how they use pupil data to inform planning and support learners.
- Assessment information forms the basis for learner conversations. All children are involved in useful discussions about what they are doing well. They set appropriate targets to support them to make very good progress in their learning.

2.1 Safeguarding and child protection

- 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

very 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, attainment in literacy and numeracy is very good. Data provided by the school is based on teachers' professional judgements, supported by national and other assessments. Evidence provided by the school about children's achievements of Curriculum for Excellence levels for 2018-2019 shows that at Primary 1, most children achieved early level in reading, writing, talking and listening and numeracy and mathematics. At Primary 4, almost all children achieved early level in listening and talking. Most children achieved first level in reading and the majority of children achieved first level in writing and numeracy and mathematics. At Primary 7, most children achieved second level in reading, writing, talking and listening and numeracy and mathematics. Across the school, a few children who have additional support needs are making expected progress.
- The senior leadership team and staff use the newly introduced tracking and monitoring system well to gather and analyse attainment information. Staff use a range of assessments, professional dialogue with senior leaders and professional judgements to predict children's attainment. Across all levels, predictions for 2019-2020 show good or very good attainment across literacy and numeracy.
- Almost all children are making appropriate progress on a computer based literacy programme, as evidenced through the results in participating learners' reading ages. This programme is providing universal support for all children.

Literacy and English

- Overall, attainment in literacy and English is very good. Staff are focussed on raising the attainment of all children. Interventions and supports are in place for children who face barriers to their learning. These strategies are resulting in improved progress and attainment.

Listening and talking

- At early level, most children listen well to teachers, each other and share their views. A few children need support to turn take and listen to others. In almost all classes, children are successful in developing skills through a talking and listening programme. At first level, most children articulate about their learning and listen well to one another's point of view. A few children still talk over their classmates but are learning to take their turn and extend conversations. At second level, almost all children speak with clarity about their learning and present information well. They show consideration and respect for one another and they listen very well in group conversations. They are encouraged to debate issues in class and as a result, are developing confidence in speaking publicly and presenting ideas. Children at second level communicate with confidence and fluency.

Reading

- Most children are making very good progress in reading. A few children with additional support needs are making appropriate progress. At early level, almost all children are developing effectively their strategies for reading, building knowledge of sounds, letters and patterns. They are building up their sight vocabulary well through class activities. At first level, children read confidently and are aware of fluency and expression when reading aloud. They name several popular children's authors and explain why they enjoy a particular text. Children know about the characters in their books and describe confidently their qualities. They have a good awareness of genre and discuss different kinds of books and identify non-fiction texts. At second level, almost all children read well with fluency and expression when they read aloud. They comment knowledgably on the books they are reading and identify their main features. Most children are familiar with a number of authors and their works. They can identify the genre to which they belong. Children identify successfully a number of literacy terms and explain how to use similes and metaphors. Children read comics for enjoyment and appreciate and that a wider range texts offer more focus on information and knowledge.

Writing

- Across the school, almost all children are making very good progress in writing. Teachers are adopting a consistent approach based on 'slow writing' and this is improving children's work. At early level, almost all children are beginning to write letters to others well and successfully write items in a list. At first level, almost all children write very well for a range of purposes such as experiments and reports. They are exploring different kinds of writing and are learning a range of literary devices such as alliterations and similes to enhance their writing. They demonstrate well inference in their writing. At second level, most children write appropriately in number of different genre. They are aware of different kinds of writing and write high-quality persuasive letters to various people on real life issues. The presentation of children's work is good in most classes across the school.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good. Most children are making appropriate progress. Staff should revisit a few aspects of numeracy, such as fractions and percentages, to consolidate what children have previously learned. Children who have additional support needs are making expected progress.

Number, money and measure

- At early level, almost all children are working well with numbers up to 20. They confidently count on and backwards and identify numbers before and after. Children recognise how many objects in patterns, such as in dominoes. They successfully double numbers. A few children use the addition symbol appropriately and complete calculations accurately. At first level, Children round numbers accurately to nearest ten and hundred. They successfully add numbers up to 1,000. A few children are less confident when carrying out subtraction calculations. Children work well with 12 hour clocks and can calculate the duration of events, giving start and finishing times. At first level, almost all children need to develop a better understanding of fractions. Children at first level are confident when estimating the length and height of objects. At second level, almost all children are able to carry out calculations accurately of large numbers. They demonstrate good mental agility when multiplying and dividing by multiples of 10. At second level, almost all children need to develop a better understanding of common fractions, decimals and percentages. Children at second level convert time from 12 hour to 24-hour clock and successfully calculate the duration of events, such as train journeys. Almost all children calculate accurately the area and perimeter of shapes such as rectangles. Most children at second level need to consolidate their understanding of how to calculate the area of other shapes such as triangles.

Shape, position and movement

- At early level, almost all children identify confidently two-dimensional shapes and three-dimensional objects. They have a good understanding of symmetrical patterns and colour pictures to make them symmetrical. At first level, children identify three-dimensional objects from two-dimensional drawings and name them successfully. They are less confident using mathematical language to describe objects. Children identify accurately right angles in shapes. At second level, children are very confident in identifying different types of angles such as acute, obtuse and reflex. They understand well the size of each angle.

Information handling

- By the end of early level, children use pictograms well to gather information such as the journey to school. At first level, children use tally marks successfully to count larger amounts when gathering information. At second level, children are using bar graphs well in relevant and meaningful contexts. For example, children gathered and displayed information in bar graphs about the crisp preferences of children across the school before purchasing items for a fundraising tuck shop.

Attainment over time

- The school's data over the past three years demonstrates consistently good levels of attainment in literacy and numeracy. Information provided by the school shows improvements in attainment at each stage for children who face barriers to their learning due to socio-economic and other factors. The school is tracking children's progress in health and wellbeing and identifying those children who require support and interventions. This is leading to improved outcomes for these children. The senior leadership team is using the new tracking and monitoring system very well to measure progress and identify children who require support. The robust analysis of data and the effective use of the tracking system is leading to interventions that are improving attainment. Staff are well placed to use the system to gather information about attainment in other curriculum areas.

Overall quality of achievements

- Children are encouraged to have positive attitudes to their learning and strive to do their best. The senior leadership team and staff have created a culture in which all children are encouraged to share their successes with others. They are warmly praised for their efforts. As a result, children are confident in talking about their learning. There are marked improvements in the self-esteem of a number of children who receive praise and rewards for achievements, no matter how small.
- The school is fostering positive links with local sports clubs and involves them as partners to motivate and enthuse the children about their curriculum. Children are involved in football, basketball, netball and running clubs which operate at a competitive level. Children are aware of the positive impact of these activities on their health and wellbeing.
- Children attend homework club, lunch time club and reading club as non-sporting activities to socialise, make friends, and help develop their communication skills. Staff track and monitor rigorously children's involvement in school club's and activities. Children are actively targeted to encourage participation. As a result of attendance at these clubs, children are developing confidence and improving their self-esteem.
- Links with the local college are supporting developing the young workforce (DYW) initiative well. Children make valuable visits to the local college to learn about skills for learning, life, work.

- A few children are developing leadership skills through roles such as head boy and head girl. A few other children have responsibilities through membership of pupil council, team 'clean-up' and serving on school committees. The school now needs to develop further opportunities for all children to develop leadership skills.

Equity for all learners

- The school is inclusive in its practices and all staff provide a high level of pastoral support for children. Senior leaders have a sustained focus on children's attainment. This is resulting in improved attainment and achievements for almost all children across the school. Interventions for children who face barriers to their learning are impacting positively on their attainment and wellbeing. Pupil Equity Funding (PEF) is used effectively to ensure equity across the school. Additional support staff have been deployed through PEF and this strategy impacts effectively on the ability of children to access the curriculum. PEF also supports children's attendance on trips and excursions.

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.