

Summarised inspection findings

Leslie Primary School

Fife Council

21 May 2024

Key contextual information

Leslie Primary School is a non-denominational school situated in the village of Leslie on outskirts of Glenrothes in Fife. The senior leadership team comprises of a headteacher and a depute headteacher. The headteacher has been in post since February 2022 and the depute headteacher since August 2022. At the time of inspection, there were 219 children across nine classes. Just over half of children live in Scottish Index of Multiple Deprivation deciles one to four. A minority of children live in deciles 5-10. A minority of children are in receipt of free school meals. Three percent of children are registered as having English as an additional language. During recent sessions there have been no exclusions. School attendance is 90.4% which is in line with the national average.

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

- All staff have created a safe, effective and nurturing learning environment. Almost all children and parents feel that staff treat them fairly and with respect. Relationships are very positive between adults and children, and between children in the school. Children and adults demonstrate genuine kindness and encouragement in their interactions with each other. The revised school values of 'Live, Love and Learn at Leslie' and children's rights are embedded well and are clearly understood by all children. Children and families are very proud of their school.
- Almost all children behave well in classes. All staff promote a positive ethos and culture across the school successfully. Almost all children believe that staff know them well as individuals. Staff share a collective commitment to ensuring all children benefit from effective inclusive practices. For example, staff support children's wellbeing needs through developing children's resilience and helping each child to understand and manage their emotions. This enhances learning experiences and promotes positive behaviour well. Staff have worked well together to provide greater consistency in approaches to learning and teaching. They now use an agreed five-part model for delivering learning experiences. Children's engagement in learning is strengthened through the use of this consistent and predictable approach. Most children behave well in the playground. A few children find these unstructured times more challenging. Staff and children have created agreed expectations of behaviour in the lunch hall and playground. This is beginning to support more children to regulate their behaviours during unstructured times. Senior leaders should continue to monitor the impact of these approaches as they make further improvements.
- Almost all children enjoy learning and are motivated and engaged in class. Children are encouraged to do the best they can. Staff use an effective balance of group, paired and independent tasks to support learning well. In a minority of lessons, teachers plan and provide activities which are well matched to children's individual needs. Staff should now share effective practice to ensure the needs of all learners are fully met.

- Almost all teachers provide clear instructions and explanations during lessons. In all classes, teachers share the purpose of learning, make links to children's prior learning and skills for learning, life and work. In a few classes, teachers support children well to identify how they can be successful in their learning. Senior leaders should now review approaches adopted across the school and share the strong practice seen in a minority of classes. Most teachers provide helpful feedback to children on their learning, both orally and in written form. Almost all children are supported to understand how they are progressing in their learning. Teachers should now improve children's confidence in approaches to peer and self-assessment to develop the language of meaningful reflection and evaluation. This should enable children to peer and self-assess more effectively. Children benefit from increasing opportunities to make choices in their learning. Most teachers use questioning effectively to consolidate children's learning and check for understanding. A minority of teachers use questioning well to extend children's thinking and develop curiosity. Senior leaders and teachers should now work together to improve the use of questioning across the school.
- At the early stages, teachers reflect regularly on and adapt children's play experiences appropriately. They make good use of classroom spaces to provide a blend of child-led and adult-directed play and provide opportunities for children to make links across their learning. Teachers demonstrate their awareness of the role of the adult as part of play experiences well. They facilitate quality interactions with children and use observations during play well to plan next steps in learning.
- In almost all lessons, staff use digital tools and resources effectively to consolidate and enhance children's experiences. Teachers use interactive whiteboards, assistive technology and visualisers effectively to support learning and teaching. Across the school, children are developing their digital skills well. They use a variety of technologies with confidence. For example, older children are developing their skills in coding and younger children use matrix bar codes to access games and activities.
- Teachers plan collaboratively with colleagues across classes and stages. They engage proactively in supportive professional dialogue with each other as they do so. This is helping to build teacher confidence and share good practice. All teachers plan learning effectively linked to Curriculum for Excellence (CfE) experiences and outcomes. Teachers use progression pathways provided by the local authority well to guide them in planning. Teachers regularly seek children's ideas, views and reflections in relation to their learning. They use these well to inform their planning. Senior leaders should now refine and review approaches to medium term planning. In particular, they should ensure effective planning for individuals and groups of learners to meet the needs of all. In addition, teachers should ensure they plan opportunities consistently for breadth, depth and application in learning experiences.
- Senior leaders plan moderation activities across the year. Teachers meet in small groups to discuss children's progress and share their learning across the school team. Senior leaders have in place planned partnership work with other schools in the local authority. Teachers recognise how this will develop further their approaches to moderation. This work will provide valuable opportunities for teachers to moderate with colleagues across different areas of the curriculum. Teachers should now make increased use of national Benchmarks to develop further their understanding of national expectations.
- Staff recently reviewed approaches to planning learning and tracking children's progress. Senior leaders and teachers meet regularly across the year to review and discuss the data they gather on children's progress in literacy and numeracy. This helps them to identify effectively individuals and groups of children requiring additional support. Teachers monitor interventions regularly to evaluate their impact and adapt support as required.

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

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Most children by the end of P1, achieve early level in listening and talking, reading, writing and numeracy and mathematics. By the end of P4, most children achieve expected levels in reading, listening and talking and numeracy. A majority of P4 children achieve first level in writing. By the end of P7, most children achieve second level in learning in listening and talking. Attainment is less strong in reading, writing and numeracy at P7 with a majority of children achieving second level in these areas. Children who require additional support with their learning, make good progress against their individual targets.
- Senior leaders have identified correctly the need to raise attainment in writing across the school and to raise attainment in literacy and numeracy at P7. They have set stretch aims with the local authority to support this work. There is clear evidence to show that targeted interventions are beginning to raise attainment in these areas.

Attainment in literacy and English

- Overall, most children make good progress from their prior levels of attainment in literacy and English. Across the school, children now need to regularly revisit and apply their learning across the curriculum.

Listening and talking

- Across the school, almost all children engage well in social interactions and class discussions. They listen well to instructions and explanations from their teachers. At early level, most children enjoy listening to stories. A few children need to learn to use eye contact when listening to the views of others. Most children at first level listen well to each other during paired and group activities. They respectfully share their own views and agree or disagree with others' opinions. At second level, most children respond well to their peers in groups discussion. They are developing well their skills in asking questions to extend discussions. They should now develop their skills further in responding to inferential and evaluative questions.

Reading

- Most children at early level recognise single sounds. They use their knowledge of sounds to read words in their reading books. A few children recognise blends at the start and end of words. Most children at first level read aloud with increasing confidence and fluency. They identify favourite authors they have learned about in class. A few children explain basic features of fiction and non-fiction texts. A majority of children at second level make notes about texts they read. They answer inferential questions with increasing confidence. Across the school, children are beginning to develop an enjoyment of reading. They now need to

read an increasing range of texts to develop a stronger understanding of author style and of the types of books they like to read.

Writing

- Most children at early level attempt to form letters correctly. They write a few simple sentences with finger spaces, capital letters and full stops with increasing confidence. At first level, most use simple punctuation accurately in their writing. A few children are not yet applying their spelling knowledge in their extended writing. At second level, children write for an increasing range of purposes. They organise their writing using paragraphs and sub-headings. A majority of children at second level are aware of writing techniques such as similes and metaphors. Across the school, children need more regular opportunities for extended writing to allow them to apply their writing skills across different genres. Most children require support to improve their presentation.

Numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics. Children now need to apply their knowledge in a variety of contexts.

Number, money and measure

- At early level, most children add and subtract within 10 correctly. Most children recognise mathematical symbols for addition and subtraction and a few carry out simple calculations accurately. Most children accurately order days of the week and months of the year. They recognise coins up to £1 through play. At first level, most children multiply whole numbers by 10 and 100 confidently. They are less confident in identifying 24-hour clock notation. At second level, most children know equivalent forms of common fractions, decimal fractions and percentages. They confidently calculate perimeter and area using length and breadth measurements. At first and second level, children are less confident in articulating their thinking using appropriate mathematical language.

Shape, position and movement

- At early level, most children recognise and sort two dimensional shapes and three-dimensional objects. At first level, most children identify a half and quarter turn. They know the compass points. At second level, most children use language accurately to describe angles. A few children relate the compass points to angles to describe directions. They now need further experience with aspects of position and movement in problem solving situations beyond the classroom.

Information handling

- At early level, most children confidently match and sort items. At first level, most children confidently group tallies to record data. They label axes on bar graphs. At second level, most children display data accurately using line and bar graphs. A few children are less confident in selecting a suitable scale when creating graphs.

Attainment over time

- Senior leaders have established clear processes to track the attainment of individual children in literacy and English and numeracy and mathematics over time. Until recent years, attainment data was below expected national standards. Staff now plan using local authority learning pathways to support their understanding of progression. As a result, most children's attainment has improved in literacy and numeracy over the last two years. Senior leaders should continue as planned to facilitate additional moderation activity with colleagues from other schools. This will strengthen teacher judgements of attainment and support them to raise attainment further.

- The headteacher and staff use data effectively to plan interventions to close gaps for individual children, classes and groups of learners. They use a range of online tools to support children's literacy and numeracy skills. Teachers and support staff provide effective one-to-one and small group support for children in raising attainment groups. This is ensuring the progress and attainment of targeted children is improving across the school. Senior leaders should continue to develop a sharper focus on accelerating progress for all children.

Overall quality of learners' achievements

- Children's achievements are celebrated through displays in the 'achievement corridor', at assemblies, through positive postcards home and social media. Teachers track children's achievements to ensure that no child is at risk of missing out.
- Staff, children and partners lead a wide range of clubs such as football, netball, mindfulness and dance. Children develop skills in creativity, teamwork and co-operation through their participation in these clubs. Children benefit from opportunities to achieve school and national accreditation in areas such as science, technology engineering and mathematics, outdoor learning and sports. Children are very proud of being the first school in the authority to be recognised as a 'Dementia-Friendly' school. As a result of these activities, children recognise and celebrate their role in supporting experiences within their school and community.
- Children develop skills for learning, life and work through groups such as junior road safety officers (JRSO), digital leaders and class reps. All children in primary seven have a leadership role. They articulate well how these roles develop their communication and organisation skills. For example, the JRSO's recently introduced parking permits and parking buddy signs. Senior leaders should now extend these leadership opportunities to include all children across the school.

Equity for all learners

- The headteacher has clear plans in place for the use of Pupil Equity Funding (PEF). She uses PEF to employ additional staff, fund professional learning and purchase resources. This supports staff well to raise attainment and improve wellbeing and attendance. The introduction of 'regulation stations' in all classes supports children to self-regulate their emotions and engage more readily in their learning. Children attending PEF-funded literacy and numeracy interventions are making good progress. Senior leaders should now look to accelerate progress further to reduce the poverty related attainment gap.

Other relevant evidence

- Senior leaders have worked closely with families to improve attendance. They have prioritised time to work with children and families to identify the reasons for absences. Children speak positively about the individual support they have received, including clubs being put in place, soft starts to the school day to reduce anxiety and time to talk to a trusted adult about their worries. Where this support has been successful, children's attendance has improved and there are positive signs of improved attainment. A minority of children continue to have high levels of absence. This is having a negative impact on the progress they make. The headteacher should continue to work with families and partner agencies to identify the factors impacting attendance. She should identify strategies to support all children to attend school more regularly, access the support they need and make the best possible progress with their learning.
- Staff ensure children have opportunities to celebrate key festivals across the school year. Families and children share information about a variety of world religions at assemblies and in classes. Most children have a growing understanding of diversity as a result.
- Children receive their entitlement to two hours of high-quality physical education every week.
- Senior leaders have clear plans in place to develop the school library and build children's enjoyment in reading. Parents recently reviewed all texts available and retained books of good quality. Staff have used additional funding to purchase texts that are up to date and are more reflective of the diverse culture in the school.
- PEF funding facilitates additional staffing to support a number of interventions across the school. Senior leaders should now involve children and parents in identifying how additional PEF funding is used.

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.