

Summarised inspection findings

Cramond Primary School

The City of Edinburgh Council

20 August 2024

Key contextual information

Cramond Primary School is a non-denominational school with a nursery class. It serves the village of Cramond and the surrounding areas of northwest Edinburgh. The headteacher has been in post for 12 years and is supported by a full time depute headteacher and two principal teachers. One of the principal teachers has the role of acting depute headteacher for two days each week.

Four hundred and sixty-one children attend the school and are taught in 17 classes. Most children live in Scottish Index of Multiple Deprivation areas 9 and 10. Around one third of children have additional support needs or require help to make progress in their learning.

2.3 Learning, teaching and assessment

very 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 work together very effectively to create calm, nurturing learning environments. Their work in this area is informed by a 'relationship for learning' school framework. This sets out clear approaches for teachers to promote positive behaviour, build children's resilience and use restorative practice. The recently refreshed school values of respect, equality, excellence and kindness are evident in all interactions between staff and children. Relationships between staff and children, and among children, are very positive and mutually respectful. Almost all children listen very well to adults and peers and participate confidently in class discussions.
- Senior leaders and staff have high aspirations for what children can achieve. They work effectively to ensure children understand their rights and the rights of others. Clear routines and high expectations support almost all children to engage very well with their learning. At all stages, children work very effectively individually, in pairs and in groups. Teachers and support staff are highly attuned to each child as an individual. They support children very well with both learning and wellbeing. Support staff provide valuable interventions which help children meet their individualised targets and help them to participate across the curriculum.
- Almost all teachers use a wide range of creative teaching approaches. They provide children with enjoyable tasks and activities. This helps children to engage well with their learning. All teachers support and motivate children effectively to make decisions about their learning. For example, older children have flexibility in how and when they complete tasks set by teachers. Children benefit from having choice about where they work within flexible learning environments. As a result, almost all children are supported very well to develop as self-motivated and reflective learners who take an active role in leading their learning.
- The senior leadership team have created a learning and teaching framework which is underpinned by evidence-based approaches. Teachers use this framework well which supports consistency in the provision of high-quality teaching and learning. Almost all teachers deliver well-structured lessons and provide children with clear explanations and instructions. In almost

all lessons, teachers share the purpose of learning well and outline the steps children need to take to be successful. In the best examples children co-create success criteria with the teacher. As a result, children know what they are learning and why. Teachers use questioning skilfully to check for understanding. In most lessons teachers refer to skills for learning, life and work which are relevant to learning experiences. In most lessons, children experience learning which is well matched to their needs. In almost all lessons, teachers ensure that learning is at a suitably brisk pace. This ensures an effective use of learning time. Teachers should now use plenary sessions more consistently to support children to evaluate their skills, celebrate successes and discuss next steps in learning.

- Almost all teachers provide verbal feedback during lessons. This helps children to understand how well they have achieved a set task. Senior leaders should now work with teachers to develop a more consistent approach to the use of written feedback in all lessons. This will support children to be clear on what they need to do next to improve further and how to make these improvements.
- Almost all staff use digital technology very well to support children to develop communication, critical thinking, creativity and collaboration skills. Teachers' practice is supported by a digital learning framework developed by teachers, which provides digital literacy progression pathways. Younger children use digital devices well to support their learning, for example through using programmable toys and playing games accessed through matrix bar codes. Children take photos and videos of their learning to record their achievements. Children from P5 to P7 use individual digital devices confidently to complete tasks set by teachers, conduct research and record their learning. Teachers use digital learning journals to share learning with parents and record achievements. Teachers should now consider how to use digital learning journals to make stronger links with children's targets for learning.
- Teachers have developed a well-considered, play-based approach to learning. This ensures children benefit from a balance of adult-initiated, child-initiated and child-led activities. Teachers are responsive to the interests and needs of children and create play spaces which effectively encourage children's curiosity and creativity. Children have opportunities to revisit and consolidate their learning in literacy and numeracy through play activities. Children enjoy being 'learning detectives' and use tablets confidently to capture learning through play. Teachers are well-placed to continue to develop approaches to learning through play throughout the school.
- Almost all teachers use a range of effective assessment approaches to evaluate children's progress in learning. These include using effectively, summative assessments. For example, the Scottish National Standardised Assessments. Teachers are developing well their use of formative assessment strategies. Teachers' use of assessment approaches is providing reliable data to benchmark children's progress and plan future learning. Teachers should now consider using a range of high-quality assessment activities which assess how well children apply a range of skills and knowledge in new and unfamiliar contexts.
- Across the school teachers plan an overview of the year and this informs their medium term and weekly plans. They make effective use of Curriculum for Excellence (CfE) experiences and outcomes, local authority progression frameworks, national Benchmarks and children's assessment information. Teachers use children's interests and ideas when planning interdisciplinary projects. Across P2 to P7, children enjoy researching and presenting their own special interest projects.
- All teachers engage effectively in moderating standards in literacy and numeracy across the school. They also moderate with colleagues within the learning community, for example, in

writing. These moderation activities build teachers' confidence in making reliable judgements about attainment in literacy and numeracy. Teachers should now develop approaches to work within their school, their learning community and beyond, in order to moderate children's learning in all curricular areas.

- Senior leaders meet teachers at three key points in the year. They have useful discussions about children's progress in literacy, numeracy and health and wellbeing. Senior leaders are thorough in maintaining records which help them to track and monitor children's progress in cohorts, identified groups and as individuals. Teachers use this information very well to identify children who may require additional support. Senior leaders and staff plan appropriate resources or interventions for children to help them make expected progress. As planned, senior leaders should implement newly developed approaches to tracking. This will help teachers capture children's literacy, numeracy and health and wellbeing achievements electronically and provide teachers with rich data to plan next steps in 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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good. Most children are on track to achieve expected CfE levels in writing and numeracy. Almost all are on track to achieve expected CfE levels in reading, listening and talking. Across the school a minority of children are exceeding expected national levels of attainment in literacy and numeracy.
- Most children who receive additional support for their learning make good progress against their individual targets for learning. A majority are on track to achieve nationally expected CfE levels.

Attainment in literacy and English

- Overall, almost all children are making very good progress in reading and listening and talking. In writing, most children are making good progress.

Listening and talking

- At early level, almost all children listen well to stories. They share with others confidently why they like a favourite story. They answer questions about texts they have heard and predict how a story will end. At first level, almost all children listen respectfully to the ideas of others and take turns during discussions. They should continue to develop the verbal and non-verbal skills needed to present to a group, including making eye contact and use of body language. At second level, almost all children share their opinions articulately and contribute appropriately to class and group discussion. They deliver presentations to a range of audiences confidently.

Reading

- At early level, almost all children use their knowledge of sounds, letters and patterns to read aloud simple words. They show awareness of the features of a book such as title, author and illustrator. They are becoming increasingly confident in using context clues to support their understanding of a text. At first level, most children read with increasing fluency and expression. They use a range of strategies to decode new and unfamiliar words. They are developing their ability to answer evaluative and inferential questions. At second level, almost all children regularly read a wide range of texts. They explain their preference for a genre and confidently give reasons for this preference. Almost all children successfully apply reading skills including predicting, clarifying and summarising, to show their understanding of a text. They would benefit from further opportunities to consider writers' style and techniques to engage readers. At all stages, children recognise that purposeful daily reading for enjoyment has improved their reading fluency and accuracy.

Writing

- At early level, almost all children write simple words and sentences. They use their knowledge of sounds confidently to spell familiar words accurately. Children should continue to be supported to strengthen further their ability to form letters correctly. At first level, most children include relevant information in their writing and use a range of openers to make their writing more interesting. They should continue to develop the correct use of appropriate punctuation. At second level, most children write effectively for a range of purposes and audiences including letters, reports and stories. They justify their own viewpoint and present arguments to persuade the reader. Children are given regular opportunities to apply their learning across the curriculum and in real-life contexts. They would benefit from regular practice to improve handwriting and presentation skills.

Numeracy and mathematics

- Overall, most children are making very good progress in numeracy and mathematics.

Number, money and measure

- Almost all children at early level recall number sequences successfully within the range 0 to 30. They are developing their skills in adding and subtracting mentally to 10. Most children at first level round numbers accurately to the nearest 10 and 100. They demonstrate a very good understanding of simple equivalent fractions. Children are building their confidence in applying their skills to solve a range of word problems. At second level, almost all children explain the link between a digit, its place and its value for whole numbers. They understand the equivalent forms of common fractions, decimal fractions and percentages. They are developing their confidence well in solving simple algebraic equations with one variable.

Shape, position and movement

- Almost all children at early level understand and use correctly the language of position including in front, behind, above and below. They are building their knowledge of common 3-dimensional (3D) objects. Most children at first level, use the correct mathematical language to describe a range of common 3D objects including side, face, edge and vertex. They are developing skills in identifying lines of symmetry in pictures and shapes. Almost all children at second level accurately identify acute, obtuse, straight and reflex angles. They are growing in confidence in using their knowledge of the link between the eight compass points and angles to describe, follow and record directions.

Information handling

- Almost all children at early level interpret simple charts and demonstrate how they support planning and decision making. This includes the use of task boards in classrooms that set out the plan for each day. Most children at first level, extract key information from a variety of data sets including tally tables and bar graphs. Almost all children at second level collect, organise, and display data accurately in a range of ways including using tables, bar graphs, and line graphs. Children at first and second level will benefit from continuing to analyse, interpret and draw conclusions from a range of increasingly complex data sets.

Attainment over time

- In recent years, children's attainment outcomes have been consistently above local authority and national averages.
- Following a decline in attainment due to COVID-19 in 2020/21, attainment is recovering, and in some measures, children's progress has accelerated and surpassed previous levels of attainment.

- Overall, attainment has remained consistently high over a number of years. Staff have addressed gaps in attainment through focused professional learning and a range of targeted interventions. For example, concrete, pictorial and abstract teaching approaches have led to improvements in numeracy attainment at second level.

Overall quality of learners' achievements

- Senior leaders and teachers recognise and celebrate children's achievements regularly in and out with school. Children enjoy the opportunity to share their achievements with others and are proud to receive recognition at assemblies, through school displays and on digital platforms.
- Children develop and demonstrate leadership skills through a wide range of pupil voice committees. For example, they lead through the equalities group, the P7 and P1 buddy system, as junior road safety officers, house captains and digital leaders. All children at the upper stages have a leadership role within the school. This supports them to be confident individuals and effective contributors within their school and wider community. Most children identify and articulate accurately the skills they are developing through their leadership roles.
- Most children engage in a range of school clubs and sporting activities. These include football, netball and the gardening club. Senior leaders track children's wider achievements and participation in clubs. Staff use this information well, to identify pupils who are at risk of missing out. As planned, senior leaders should continue to develop systems to track accurately skills children develop through engaging in wider achievement activities.

Equity for all learners

- Children's levels of attendance are above local authority averages. Senior leaders are vigilant in tracking the attendance of all children. They act promptly where individual children's attendance dips. Staff work closely with parents, partners, and the school's pupil support officer to address the reasons for absence. Staff follow local authority guidance. The school's data shows that the targeted and bespoke arrangements that staff put in place are leading to success. As a result, attendance has improved.
- Senior leaders worked in partnership with their learning community of primary schools and associated secondary school to produce a useful info-graphic for parents. This highlights the importance of attendance and punctuality. It also describes the negative impact that non-attendance can have on children's engagement in learning. Staff make effective use of this resource with families to celebrate and promote strong attendance.
- All staff know and understand the socio-economic challenges faced by individual children and their families and work sensitively to provide support. Senior leaders and teachers use data and information to effectively identify individuals and groups of children who require support. Staff work in partnership with the Parent Council to reduce the cost of the school day, for example through the pre-loved uniform bank, subsidising the cost of school trips and clubs, and through the Helping Hands fund.
- Senior leaders use Pupil Equity Funding (PEF) effectively to support identified children to improve their emotional well-being, achievements and provide learning support. Staff have prioritised the use of PEF appropriately to address any gaps in children's learning and school experiences, including through disadvantage or interrupted attendance. There are signs that these targeted interventions are having a positive impact on closing gaps in children's learning.

Other relevant evidence

- The school submitted self-evaluation information related to compliance with the Nutritional Regulations and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (the Act). Health and Nutrition Inspectors discussed this information with relevant staff and children. In addition, inspectors examined a sample of documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. At the time of the inspection, there were no identified areas for development.
- At all stages, children have access to a wide range of texts in classroom-based libraries. They use these effectively to support their learning and increase their enjoyment of reading.
- Children across the school benefit from robust transition arrangements when moving from nursery to P1, across stages in the school and when moving on to secondary education. This is supporting continuous improvement for learners across the curriculum and at transition points in their educational journey.
- All children receive their entitlement of two hours of high-quality physical education each week.
- Children across the school learn French and Spanish in line with the 1+2 approach to Modern Languages.

Practice worth sharing more widely

Promoting Independent Learners Through Flexible Learning Environments.

Highly effective approaches developed by senior leaders and staff to provide opportunities for children to take an active role in leading their learning. Teachers make effective use of flexible learning environments and digital technology to engage and motivate children to learn and achieve in a range of contexts. Children benefit from having choice about where they work within flexible learning environments and in how and when they complete tasks set by teachers.

- Learning environments are planned to empower learners to lead their own learning and exercise choice in approaches to learning.
- A range of flexible seating arrangements have been established within the classroom that supports personalisation and choice for children to engage in learning.
- Staff plan independent learning sessions where children have choice in how and when they complete tasks set by teachers. This is successfully supported through the use of digital technology.
- Children across the school benefit from a purposeful and calm start to the school day through the 'launching learning' approach which provides opportunities for children to develop meta-skills and revisit previously learned concepts.
- Almost all children are developing as self-motivated and reflective learners who take an active role in leading their learning.

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.