

Summarised inspection findings

Roslin Primary School

Midlothian Council

SEED No: 5545625

19 December 2017

Key contextual information

Roslin Primary was recently rebuilt and the school community moved to a new school building in August 2017. The rationalisation of schools in the local area led to some children being relocated recently to another school in the local area. The nursery setting has increased its places from 40 to 80 part time places. The primary school roll is currently 179 spread across 7 classes. The leadership team comprise a Head Teacher and a Principal teacher.

1.3 Leadership of change

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 has been in post for 4 years and has engaged and mobilised the staff team, leading towards raised expectations and raised attainment. She has promoted the collective responsibility of all staff by involving them in leadership roles, which link to school plans. The school vision was recently refreshed prior to the move to the new building and all stakeholders contributed. Staff are aware that the time is right to have a renewed focus on the vision and values to ensure they are fully embedded in the work of the school.
- There has been a very recent move to the new school building and the headteacher and her staff have worked very hard to create a warm and creative environment. The school building offers children and staff a highly positive environment in which to work, play and learn. Children, staff and parents are rightly very proud of their school and this has been a motivating factor in raising expectations and further improving children's behaviour.
- Children and their parents are regularly consulted and involved in school decision making, for example through the pupil conference where children's views on many topics are highlighted and recorded. This good practice could be further developed to involve children in more regular feedback sessions about learning and school activities, enabling a stronger pupil voice more consistently across the school. Less than half of the children across the school are currently involved in a leadership role although staff plan that all children will become involved in due course.
- The School Improvement Plan highlights the key direction of the school and, in the main, the targets are clear. There is however, scope for a more streamlined school plan, which includes contributions from all stakeholders and which can be easily measured and

tracked. The targets should be based on effective ongoing self-evaluation and should link more directly to raising attainment.

- Staff have implemented a number of areas of improvement in recent years and some of these are beginning to demonstrate positive outcomes. For example the focus on numeracy and on challenging specific groups of learners is beginning to show an increase in attainment in numeracy and mathematics. Currently, there are however a few initiatives which are not clearly linked to self-evaluation and which lack connection within the school plan. Whilst these ideas in themselves are positive, they detract from a coherent and collaborative plan which is focussed on improving learning outcomes for all children.
- Self-evaluation is based on a variety of school activities involving all stakeholders. This approach leads to some understanding of the strengths and areas for development across the school. The headteacher has been careful to ensure changes are implemented at a pace suited to the context of the school. There is scope now for a more robust range of self-evaluation evidence to be used to plan and drive change and improvement.
- Commendably, staff have given careful consideration to including the context of the school within their core curriculum. The key local resources are central both to including the local community in the life of the school as well as in binding the children in a creative way to their own community. For example the Junior Tour Guide model where all P7 children are guides at Rosslyn Chapel.
- Most staff are involved in professional learning activities, for example there is an agreed commitment to professional reading which leads to shared staff dialogue. Staff are encouraged to share learning about aspects of research and evidence which might support areas of improvement. Commendably, a few staff are undertaking practitioner enquiry in specific areas. Staff should continue to work on their understanding of how self-evaluation links with professional development, and to school planning and ultimately on raising attainment.
- There is scope to involve children more fully in developing ideas for change and in recording and evaluating the success and impact across the school. The potential of children to develop and lead creative ideas for their school could be exploited and these ideas could be used as key drivers of the curriculum.
- Senior leaders should now put in place straightforward mechanisms to evaluate and record the impact of changes and to build self-evaluation into all activities in order to evidence improvements in a more strategic manner. There are a number of good examples of operational self-evaluation and these now need to be synthesised into a strategic overview in order to ensure a collaborative and coherent approach to improvement. This would support all staff, parents and partners to have a greater involvement in shaping the way forward.

2.3 Learning, teaching and assessment

very good

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

- The headteacher, principal teacher and staff have worked hard to ensure a consistency in the quality of learning experiences across the school. This is evident in activities both within classrooms and beyond. The quality of children's learning experiences is a key strength of Roslin School.
- Relationships amongst staff, children, and parents are a very strong feature of the school. This is reflected in the quality of learning experiences which children receive. Work on making learning more visible has clearly had a positive impact on how children approach their learning. As a result, there is an inclusive ethos of learning clearly evident around the school. Staff ensure that children's learning is further enhanced by the effective use of the rich immediate environment including Roslyn Chapel and Roslin Glen. Older children respond well to their opportunities to act as Junior Tour Guides at Roslyn Chapel.
- In almost all lessons, children engage very well in their learning. They interact very well with each other in pair, group and class discussions and activities. Children are motivated and engaged in their learning. In all classes, almost all children display a high level of confidence in talking about their learning, for example when discussing the writing process.
- Staff make well-timed interventions to ensure that there is an appropriate pace and challenge in lessons and almost all lessons are well differentiated.
- In the best lessons, children's engagement is further developed by providing meaningful opportunities for them to have more choice and to assume greater responsibility for leading their own learning. Children have responded very well to the focus staff have given to visible learning approaches used by teachers. As a result, children are developing the skills and attitudes necessary to be independent learners.
- Children are able to talk about the progress they are making in literacy and numeracy and are aware of their next steps in learning. Almost all do this very well. As discussed with the headteacher, the school should continue to refine how it builds on this good practice to ensure that children's learning and progression is recorded appropriately. This would ensure that the totality of children's next steps in learning become clearer over time for staff, parents and children. This would also support the school in measuring the progress of individual children.

- Children have a strong voice in how they can improve the school. The Pupil Conferences are used well as a vehicle for this, allowing all children to express their opinions on a range of issues. These conferences also allow children to come to a shared understanding of what constitutes a good learner and the skills and attributes necessary, for example to be a good speaker and listener and skimming and scanning in reading.
- Children willingly take on roles of responsibility around the school such as older children helping with younger children in the playground. There is potential for these roles to be developed across all stages.
- Overall, the quality of teaching is of a high standard and is a strength of the school. Across the school, teachers are well organised and reflective about the activities they provide for children. In all classes, learning is well-planned and organised resulting in the provision of stimulating experiences for children. New planning formats developed by the headteacher outline clearly what children are learning. This allows experiences to be well-matched to the needs of learners.
- In all lessons observed, teachers consistently share the purpose of the learning with the children very well. Teachers discuss with children how they will know they have achieved success within lessons. In the best lessons, children co-construct the success criteria with the teacher. Through well-judged plenary sessions in most lessons, staff give useful feedback to help children reflect on and discuss, what they have been learning and what their next steps may be. Staff use opportunities for children to review their own work and the work of peers very well. Children respond well to the views of others for example, children in P7 making improvements to their posters following prompts from others. Overall this form of assessment is working well in the school.
- Staff provide clear explanations during their teaching and make effective, well-timed interventions, to support individuals and groups in their learning. They use a variety of strategies to ensure that learning is differentiated suited to the range of learning needs within classes.
- Across the school, peer and self-assessment is used very well for children to demonstrate an understanding of what they have been learning.
- Staff use an appropriate range of assessments in classes to monitor and assess children's progress. Assessment for learning (AfL) strategies are used well across all classes. In addition, appropriate use is made of a variety of standardised tests to complement the assessment process. As a result, children are taking increasing responsibility for improving their own learning. Next steps in learning within literacy and numeracy are recorded in jotters.
- Approaches to tracking and monitoring are, overall, working well in the school. The headteacher meets regularly with staff to discuss children's progress in learning and identify any interventions which may be necessary. These meetings are useful and well-documented and form a main core of the school's approach to tracking children's progress. Tracking meetings provide an opportunity to explore progress and attainment and to identify further support and challenge for individual learners. All of this is used effectively to identify and address children's needs and to begin to close any attainment gap which may exist in the school at any given time.

- Staff work collaboratively with other staff in the school and others in the cluster to moderate learning. Teacher judgement is supplemented by standardised assessments. Staff should continue with plans to develop further their engagement with the national benchmarks.

2.2 Curriculum: Learning Pathways

- Across the school, children receive a broad and balanced curriculum giving them access to their entitlements of Curriculum for Excellence.
- The Senior Leadership Team (SLT) and staff have devised a clear rationale for the curriculum which has been shared with children and parents. This gives all stakeholders a shared understanding of what the school is trying to achieve. In developing the curriculum, the school has used national advice to build on the unique features of the context of Roslin School. They use the local environment very well to shape and influence curriculum developments. Of note, is the school's active engagement with Roslyn Chapel and Roslin Glen, which give children a unique and active awareness of the historical and geographical context of their area.
- The principles of curriculum design are evident in the work of classes and this ensures progression in how the school is delivering Curriculum for Excellence. The curriculum builds successfully on work with partners in the local community. These partnerships support curricular activities very well.
- Learning pathways are planned successfully using National and Midlothian Council advice. Children benefit from progressive pathways in literacy, numeracy and health and wellbeing based on the experiences and outcomes of Curriculum for Excellence and local authority guidance. This supports moderation and ensures a shared understanding of standards so that learners can progress at a level appropriate to their needs.
- In other curricular areas, children receive a broad progressive approach such as through the discrete teaching of science and the expressive arts. In music, staff provide regular opportunities for children to develop their physical and emotional health through singing. Children respond well to the opportunities to share their musical talents with others at assemblies.
- There were a number of examples of the rich use of digital learning in classes and children have a good understanding of the potential and use of digital technologies. There is scope to empower children further to develop creative ways to support learning through digital media.
- Teachers are beginning to develop innovative ways to use their new school building, for example bringing classes together in the central breakout area and using the different areas of the playground as spaces for learning. All children love the experience of the daily mile, running around the school perimeter. This experience could be developed by involving children in measuring their improvements in aspects of health and wellbeing and collecting this data to plot improvement and fitness.
- The school has correctly identified the need to continually refine its curriculum to meet changing needs. This should also include reviewing the place of interdisciplinary learning as a context for learning. This would assist the school in making more meaningful links across children's learning and support them to give a greater application to the development of skills for learning, life and work.

2.7 Partnerships: Impact on learners - Parental Engagement

- Strong and useful links have been established and maintained with parents. Parents who met with the inspection team were highly positive about their involvement with the school and the headteacher. They felt valued and respected for their contributions to the work of the school.
- The school is proactive in engaging parents in many ways, including regular information sessions on curricular areas such as literacy and numeracy, sometimes led by children, and through regular open days. Parents have been consulted through surveys and face to face meetings on how they might want the school to improve. They played a positive role in the development of the new school. Parents have also been consulted about the school's vision, values and aims and other areas of the school work through the pupil conferences.
- Parents receive relevant information about the work of the school in a range of formats for example, through newsletters, the school website and social media, which keeps them well informed.

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. Areas for development have been agreed with the school and the education authority

3.1 Ensuring wellbeing, equality and inclusion

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

- The school shows a clear commitment to the wellbeing of all children as set out in its school vision and in the school values of respect, trust and relationships. All staff receive training which equips them well to understand their responsibility for the wellbeing of children. Children benefit from the positive and nurturing relationships evident throughout the school and feel safe and cared for. This supportive culture gives them the confidence to set high standards for themselves and their teachers. Children created a set of class expectations which embed the school vision and values firmly into classroom practice and across the learning environment.
- Senior leaders, teachers and support staff work well together to provide an inclusive environment for learning in which children, parents, partners feel that all opinions and views are sought and valued. As a result, children recognise that their contributions can bring about change and they describe ownership of decisions affecting them, for example on feedback to teachers about quality learning and in relation to developing the new school.
- Children demonstrate respectful, caring, empathetic relationships in their interactions with one another. As a result of a focus on providing constructive feedback, children in P6 describe their understanding of the sensitivity and potential impact on the feelings of others, when sharing difficult messages. Children were observed to model the actions of adults in school by using praise and encouragement of each other appropriately.
- Children in the upper stages respond positively to the opportunities provided to promote positive relationships as they confidently undertake roles as prefects, buddies and peer mediators. They demonstrate understanding, patience and consideration of the needs of others through these roles. There is scope for children to undertake an evaluation of for example the peer mediator role to evidence the impact this has on behavior in the playground over time.
- Staff are familiar with the wellbeing indicators which are increasingly used to focus discussions with children on their wellbeing. Teachers recognise the need to develop greater consistency in the quality of learning conversations to enable children to recognise and reflect on their progress in aspects of their wellbeing.
- Staff are responsive to current local and national issues affecting children's wellbeing to ensure learning is relevant and meaningful to children. By involving children in addressing issues of concern such as the quality of snacks, children show an

understanding that they have responsibility for their actions and the choices they make. An evaluation of the results of intervention will support the assessment of the impact of their actions in improving break-time snacks.

- There is scope for the school to consider how it can best evidence the impact of its work on improving health and wellbeing outcomes for all children. This should include progress in knowledge and understanding as well as the skills children are developing in physical activity, food and health, substance misuse, relationships, sexual health and parenthood as well as in their life and social skills.
- The school meets legislative requirements in relation to the Additional Support for Learning Act. Children with barriers to learning are identified early and plans are put in place to outline the supports required to overcome these barriers. Parents and children are included in planning and targets are shared with teaching staff through regular tracking meetings as well as through written confidential files. There is scope to increase children's leadership of their own targets by monitoring and recording their progress and, where possible, by sharing this with their parents on a regular basis.
- Almost all learners are included and engaged in the life of the school. Staff work hard to make sure all children are fully involved in classroom activities and equity and fairness are strong features of practice.
- Children spoke about their understanding of what to do if they are finding work difficult and in some classes, children are able to set their own pace and challenge for their learning. This good practice could be developed more consistently across the school. Most children are able to talk confidently about how and what they are learning although they are less clear about their skill development. Staff recognise the need to develop a system of recording pupil skills and of enabling children to use these skills more widely across the curriculum.
- Parents, partners and staff spoke very highly of their involvement and inclusion in the school. Many parents are very positive about the head teacher and how much she has supported them and their children. Parents are included in many school activities and parents with children who may have barriers to learning are included in termly meetings and discussions on progress. The varied group of partners work well with both children and staff and they bring a richness which could be further developed by including them in school planning sessions and in measuring the impact of their involvement.
- The headteacher and her staff have worked hard to improve pupil attendance at school and the importance of good attendance has been shared with families to support them and to encourage and avoid unnecessary absence. Some evaluation of the success of strategies to improve attendance would enable a further improvements to be made as appropriate.
- Staff are looking closely at groups of children and how they may be supported to overcome factors outside of school which may affect their ability to achieve their potential. Careful use of information is supporting identification of any barriers and this should enable more children to be able to overcome the effects of differing socioeconomic status. The school should continue this work to make sure equity and equality are consistent features in all aspects of school life.

- Children experience religious observation through regular assemblies and sometimes as part of curricular topics. Their learning on aspects of equality and discrimination is sensitive and caring.

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

English Language/Literacy

- Overall, attainment in English language and literacy is good with most children attaining appropriate levels in reading and writing and almost all in listening and talking. Attainment in literacy has shown an improving trend in recent years.

Listening and talking:

- In all classes, children are making very good progress in listening and talking. Almost all children display very good skills in listening and talking and show confidence in listening and talking to adults and each other. They are respectful of other's point of views in discussions for example in literacy circle discussions in P6. Children do this very well.
- At the early level most children demonstrate effective listening skills and engage well in simple and extended conversations. By the second level, almost all children have well-developed talking and listening skills and are able to expand their own view point into well-judged arguments. Children value the opportunities they have to present and speak to audiences. They do this very well such as children at P3 when re-telling stories. Staff encourage activities such as this, as part of the on-going activities they provide for children. Older children present in an exemplary fashion when acting as junior tour guides at Roslyn Chapel and we saw them present very well to children from other schools.
- Across the school, children are developing a shared understanding of the skills necessary to be a good listener and talker and they discussed this during pupil conferences. These skills are reinforced in class on a regular basis. When in small group discussions or one-to-one situations, children articulate very well their personal views and opinions.

Reading:

- The school promotes a rich and word-live environment for reading. There is a very positive ethos for reading around the school which is adding clear value to children's literacy skills.
- In all classes, almost all children are making very good progress in reading from their prior levels of attainment. At the early level, children are making a good start to their early reading. They relate well to stories read to them are able to make connections to print. Children's word attack skills are developing well and almost all have a good awareness of letter recognition. They are able to use a developing range of context cues to decode words. In the P1 class, children are able to talk about the sequence of events in a story. By P3, most children use their phonics skills well to decode common words in texts. As

children move through the school, they read aloud with increasing confidence and fluency. Most children use their knowledge of punctuation, grammar and vocabulary well to add expression when reading. By the second level, children make very good use of novels to discuss texts and are able to explore themes such as conflict and problem solving. They can do this very well.

- Overall, children are developing good skills in comprehension and are able to recall information from texts of an appropriate reading age to their level of ability. Children's reading comprehension continues to develop well as they progress through the school. By P7, almost all children have a high level of comprehension and are able to make well-rounded inferential judgements about what lies behind a text.
- At all stages, children are aware of their own reading ability and almost all are able to select texts appropriate to their reading age. As children move through the school, they read increasingly for enjoyment and use a good range of fiction and non-fiction texts.
- Children use the library in the new building very well as a stimulus for reading and to enhance their enjoyment of reading. Children are able to discuss their favourite books and authors and what makes a good book for them. The use of literacy circles is giving children added value in their ability to discuss texts in depth. Through this, children are developing a good awareness of what techniques authors can use to add descriptions to their writing such as figures of speech. Children are aware how to apply these to their own writing.

Writing:

- Across the school, most children are making good progress in writing. Children write regularly and in an appropriate range of genre. Children are clear about their targets for writing which are displayed in jotters. Children benefit from consistently high-quality approaches to the teaching of writing which gives children a clear understanding of how texts are constructed. Through this children are encouraged to talk about the process of writing.
- At the early level, children are developing an awareness of sentence structure and how to construct simple sentences well to convey the meaning in their story. As they move on to first level, children are able developing an awareness of connectives to give their writing more continuity. By the second level, older children write well-constructed pieces from a variety of stimuli. Overall, children produce a range of good-quality writing around the school, evidenced in displays and in jotter work.

Numeracy

- Children's attainment in mathematics and numeracy has been consistently good over recent years, with most children achieving appropriate national standards. Attainment in numeracy has shown an improving trend in recent years.

Number money and measurement.

- Across all stages, children have a good understanding of number and are able to calculate accurately using a variety of strategies, and where appropriate they were able to justify the strategies used.
- Children at the early and first level show confidence in adding and subtracting numbers up to twenty, and a few were able to multiply and divide two digit numbers. Almost all

children at first level showed confidence in using money and could use coins up to £5, adding and subtracting small and larger sums.

- By the second level, children are confident adding and subtracting mentally to and from whole numbers and decimal fractions with at least three decimal places. They are able to talk confidently about strategies used in problem solving.
- Older children were less confident in calculations involving time, for example the twenty four hour clock. Most children at the upper stages struggled with multi step questions which required carrying out appropriate mental and written calculations. They were however able to carry out simple conversion calculations between commonly used units of time.

Shape position and movement

- Most children in senior school struggled to use mathematical language to describe the properties of 2D and 3D shapes. They were able to use language of maths to describe and classify a range of angles.

Information handling

- Children in the upper school demonstrated information handling by producing graphs and charts across other areas of the curriculum. This could become a stronger feature of their mathematical skill, especially in relation to enabling children to measure their own progress.

Problem solving and wider aspects of numeracy

- Most children in the upper school were able to calculate simple fractions and solve problems in everyday contexts. They struggled to use the comparative size of familiar objects to make reasonable estimations of length, area and capacity.

Attainment over time

- According to information provided by the school, over the last years most children attained or exceeded relevant Curriculum for Excellence levels in literacy and numeracy at P1, P4 and P7. Work carried out by inspectors, including tasks with pupil focus groups looking at children's work, discussions with staff and study of tracking information, would suggest that this information is in the main accurate. For a few, children, it may be that they are performing better in their classwork than the raw data would suggest. Based on a combination of teachers' judgements and data from standardised assessment, almost all children have made very good progress in their attainments in literacy and numeracy from their previous levels of attainment.
- The school is at the early stages of using the national benchmark resources as a structure for assessing, monitoring and tracking. Staff collaborate well, within the school and in the wider school cluster. They take part in local authority opportunities to enhance the consistency and reliability of their judgements when assessing children's work. The school is reviewing its approaches to tracking children's progress in line with advice from Midlothian Council on reporting on the 'achievement' of a level rather than 'within' a level.

Overall quality of learners' achievement

- Children achieve extremely well across a wide range of activities and interests, demonstrating positive development of skills including those relevant to learning, life and work.

- Children access a wide range of achievement opportunities both at school and beyond. In recognition of the need to better identify the range and breadth of these achievements, the introduction of class based achievement folders is in the very early stage of beginning to gather such information. In collating this evidence, staff could begin to identify gaps where planned opportunities should be provided
- Senior pupils feel a real sense of achievement in their roles as peer mediators, prefects and buddies and are well supported by thorough training based on the development of kind, caring and respectful relationships. There is scope to extend leadership opportunities throughout the school, for example building on the role of nursery children in their health group.
- Some examples of national recognition such as Sport Scotland Silver Award and Eco Schools Scotland Green Flag reflect the schools commitment to active lifestyles and environmental awareness. As a result of the current focus on developing outdoor learning opportunities, the school might now consider accreditation through programmes such as the John Muir Award.

Equity for all learners

- Staff are aware of children at risk of missing out and support them very well. There are plans for using the Pupil Equity Funding and it would be helpful to review these to ensure all children affected are clearly targeted. This session the school has accessed additional management and learning support time to give targeted support to literacy and numeracy. The school should continually review the effectiveness of this to ensure that the aims of the PEF are being realized and they have evidence of closing the equity gap.

School choice of QI :Personalised Support

- **Theme 1 Universal support**
- **Theme 2 Targeted support**
- **Theme 3 Removal of barriers to learning**

- All children enjoy being at school and they have very positive relationships with each other and with teachers. There is a positive caring climate and staff make sure that children and their learning are the core business of the school. Almost all children behave very well and they are proud of their school and their achievements. Staff have worked hard to create an ethos where children can talk about their learning and they share this well with others.
- Teachers talk regularly to children about why and what they are learning and this is clear from children's dialogue with inspectors. An important development would be to make sure that children have a good understanding of their next steps in learning. All children should have learning targets which are specific to their own needs, which build on their prior learning and which are reviewed and evaluated systematically for each learner.
- Staff respond well to the individual needs of children and they have a good understanding of particular groups of children and their needs. It is important that in directing support towards specific cohorts, that the middle 60% of children also continue to have their needs met individually.
- Learning is clearly differentiated and children are challenged by having choice in the tasks attempted. This good practice should be developed and shared widely, using where possible, children's ideas on what could be included. Children could also take greater responsibility for recording the levels of challenge attempted to make sure they are achieving at the appropriate level and continuing to be challenged.
- Learning Assistants and school support staff work very well with teaching staff to make sure that children receive appropriate and effective support. There is very good communication between support staff, teaching staff and senior staff and all are included in professional development activities. This enables a smooth and coherent approach to meeting the needs of the diverse group of learners.
- Support for individual children who have barriers to learning follows naturally from the support provided to all children. Teachers are adept at making this a smooth process which supports equity amongst learners. Effective data and assessment information is used to identify children requiring targeted support and this includes more able children as well as those with health and learning needs.
- Plans for children with specific needs currently involve parents at appropriate times. It would be helpful if procedures were put in place to increase feedback to parents about how needs were being met on a weekly basis and this could include children monitoring their own targets and keeping track of progress. A straightforward communication system would help parental involvement on a more regular basis.
- The headteacher and her staff work very hard to make sure that children are able to achieve success and they explained that many children with barriers to learning have

improved in a variety of ways. It would be beneficial for success to be systematically recorded in order to demonstrate improvement in a more robust manner.

- Children living in financial hardship are supported through the use of PEF funding and the school are targeting groups of learners to improve Literacy and Numeracy. It would be important to ensure that all of the targeted children receive support to develop particular interests and talents through, for example, after school activities or school clubs and trips.
- Children who have specific barriers to learning are clearly identified and plans are put in place to monitor their attainment. Support staff and many partners work well with teaching staff to develop a coherent package of support for vulnerable learners. The school has developed productive links with a variety of partners who support individuals and groups of children. They are highly committed to Roslin Primary and speak with pride of their successes and achievements.
- Children with additional needs are supported very well by the support teacher who has developed a clear and organised procedure for identifying and supporting needs. She has been proactive in ensuring a whole school collaborative approach to children's needs and teachers have been responsive to this, increasing their own role to ensure children are fully included in all areas of learning.
- There are a number of partners who work well in providing targeted support to certain children. This is having a positive effect and in line with previous recommendations, it would be helpful if improvements and positive outcomes were now more clearly documented.

Practice worth sharing more widely

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.

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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