

Summarised inspection findings

Duns Primary School and Nursery Class

Scottish Borders Council

27 August 2019

Key contextual information

Duns Primary School is located in the village of Duns in the Scottish Borders and serves the village and surrounding countryside.

The school roll is 331. Thirty-eight children are attending the nursery for morning sessions and 18 for afternoon sessions.

- Attendance is line with the national average.
- The percentage of pupils registered for free school meals is below the national average.
- In September 2018, the school reported that 32% of the roll required additional support.
- There have been significant changes in the staff over recent years and ongoing shortages.
- The senior leadership team consists of a headteacher and two depute headteachers (DHTs). The headteacher was absent at the time of the inspection.

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 school moved into the new building in 2017 and staff and parents worked together to create a colourful and cheerful learning environment for the children both inside the building and in the outside areas. The school vision and values were revisited last school session. The headteacher worked with children and staff to refresh the values and make them more meaningful for children. The values of respectful, responsible and resilient are well displayed throughout the school. They serve well as a consistent 'branding' of the school on all communications including the school webpage, school handbook, internal documentation and reports to parents. Children are developing a good understanding of the importance of reflecting these values as they work together. They speak confidently about how these values inform their learning and behaviour. Weekly assemblies underpin the work and children enjoy receiving 'Our Values Rewards' which commend individuals in each class for a particular effort to be responsible, resilient or respectful. The school plans to engage more widely, including with parents, to discuss the vision and values and ensure a shared understanding of what the school is trying to achieve for the children of Duns Primary School.
- The school improvement plan usefully outlines four 'improvement needs' for the current session. Actions and measures of success are included and these are reviewed with staff during the session. There is scope for staff to further embed approaches to self-evaluation which inform the improvement planning process. Actively involving staff, children, parents and other stakeholders will provide a wider range of evidence on which to base decisions about those priorities which will make the greatest difference in outcomes for children. The planning needs to be streamlined further to ensure there is a well-understood shared endeavour to take forward the work to achieve the expected outcomes. A clearer focus will help to ensure that work is more directed to the agreed improvement priorities. Providing staff with structures, such

as working groups with clear remits and regular review opportunities, would enable all involved to understand better the progress being made.

- Staff work with colleagues from across the Berwickshire cluster to take forward work on aspects of learning, teaching and the curriculum. The cluster improvement plan outlines agreed priorities and the range of working groups planned over the current session. This includes work in several curriculum areas. There are opportunities for professional collaboration, moderation discussions and sharing of classroom practice across the schools. Senior leaders from Duns primary take the lead in aspects of the cluster improvement plan. This has included work on improving learning teaching and assessment which has informed important improvements in the school.
- The headteacher, along with the depute heads, led a recent validated self-evaluation (VSE) of learning and teaching across the school. This work was supported by the cluster headteachers and provided useful feedback to teachers on the progress they are making with improvements to learning and teaching. The VSE provided reassurance, evidencing important strengths in classroom practice and the learning experiences of children. Areas such as differentiation were usefully identified for further improvement and teachers have worked well together to ensure that improvements were realised within a short timeframe.
- A calendar outlines a range of evaluative activities throughout the year. This includes termly 'audits' when senior staff meet with individual class teachers to review planning and the progress being made by children. Ensuring there are clear follow up actions from these audit meetings would support ongoing evaluative discussions about the attainment of the learners in each class. Activities such as peer observations of learning and teaching along with self-evaluation and jotter moderation are providing opportunities for teachers to share practice and discuss expected standards. This is supporting continuous improvements in learning and teaching.
- Senior leaders are providing effective leadership and direction. They are giving staff encouragement and support to help them grow in confidence. Staff now have a better understanding of the socio-economic context of the school, the family circumstances in the catchment area and what it means for the children. Professional learning is supporting staff understanding of factors affecting children's emotional health and wellbeing and the support required to ensure they are ready for learning. Senior staff are now working constructively with others in the local community as part of a health and wellbeing committee.
- Staff and children are leading changes through their work with 'Learning for Sustainability' groups. Work includes a digital literacy group, Rights Respecting Schools Group and intergenerational games group. Children are enthusiastic about the work they take forward as play leaders, working with younger children to construct games. They are learning to support each other as part of the kindness club, ensuring no-one is left out. This includes having a 'buddy bench' in the playground where children can sit and talk with members of the club.
- Pupil Equity Funding (PEF) in the current session has been focused on raising attainment in literacy, increasing parental engagement and monitoring and tracking of children's wellbeing. Plans include an appropriate range of proposed interventions and impact measurements. Funds have secured teaching resources and staff time for providing support.

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

- The very positive relationships between staff, children and their peers across the school contribute to a calm and purposeful learning environment. Children throughout the school are kind, considerate and polite to one another and to visitors in the school. Almost all children across the school are confident, polite and proud of their school. In discussion groups, children are articulate and confident in talking about their school and their learning. Teachers have high expectations of the children and as a result, children are achieving well. In most classes children are given appropriate learning tasks, which are differentiated to meet their needs. There is scope to provide greater challenge for a few children.
- Children have an increasing awareness of their rights and responsibilities within school and wider community. They demonstrate a sense of citizenship through their work with groups in the community. Children discuss their right to participate in making decisions through the pupil parliament, assemblies and, to some extent, what they would like to learn. Staff should continue to explore ways in which children can take responsibility and develop further the skills of independent learning. As planned, teachers now need to develop further the ways in which all children can be more directly involved in planning and leading learning.
- Teachers are well organised and meet the wide range of needs of children very well. Staff work very hard to create a climate where children are able to learn and, as a result, all children engage well in their learning. Staff work effectively to ensure that the needs of children who have social and emotional difficulties are met and as a result, the behaviour in the school is very good.
- There is a shared understanding of what high quality learning and teaching looks like in Duns Primary School. Teachers use questions well to check children's understanding and at times their recall of facts. The majority of teachers ask questions which promote children's curiosity and challenge their learning. In these classes, children are encouraged to give extended answers, which justify their response. As a result of professional learning, funded through PEF, teachers have improved the teaching of literacy and numeracy, which ensures a consistency of approach across the school.
- Across the school, teachers share the purpose of learning clearly with children. Instructions and explanations are clear. Teachers provide high quality oral and written feedback to children. This is developing a strong sense of awareness in the children of their strengths and what they need to do to improve. Children engage in regular self and peer assessment, and make good use of feedback to improve their work. As a result, children are able to share what they are learning and why. Staff should continue with work to ensure that children at all stages are meaningfully involved in co-creating success criteria so that these can be used to measure progress and identify next steps in learning.

- Across the school, a variety of teaching approaches are used, including whole class direct teaching, and opportunities for children to learn individually, in pairs and in small groups. Children understand their roles well and support each other. Learning and teaching in mathematics and numeracy is well-structured and consistent across the school. This is resulting in well-differentiated learning in mathematics and numeracy.
- The learning environment is spacious and well resourced. In a few classes, this space is well used, creating opportunities for open and flexible learning. There is good practice in how staff work in this environment using effective team teaching strategies.
- Children at the early level are provided with opportunities to learn through play. Teachers should now develop further playful pedagogy to ensure children benefit from play that stimulates their curiosity and enquiry. This will extend children's knowledge, understanding and skills across the curriculum.
- Staff engage in regular opportunities within the cluster to moderate the standard expected when making decisions about achievement of a level. There is scope to continue to build on this to moderate the planning of learning and assessment. This would help ensure appropriate progression for all learners.
- Teachers are making good use of progression pathways across the curriculum, including the National Benchmarks across all curricular areas. This is contributing to teachers understanding of the totality of the curriculum and how progress should be assessed. There is scope to make more use of the Benchmarks to track the progress of cohorts of children. Teachers meet regularly with the senior management team to review children's progress and plan appropriate interventions to help children maximise their attainment. There is scope to refine further the approach, to ensure the progress of middle-attaining pupils is discussed more fully. Attainment meetings should also include a focus on the progress of children in health and wellbeing. Liaison with learning assistants is well organised and as a result, children benefit from appropriate additional support. More involvement of learning assistants in planning for individual children they support would enhance their work.
- Teachers work very well together and actively seek advice and support from colleagues and senior leaders. Teachers observe each other in classrooms and a few are engaged in small tests of change. They engage readily in ongoing professional dialogue with senior managers. Senior leaders provide feedback to teachers on their work, which is resulting in improvements to learning and teaching.
- Senior leaders have a strategic overview of attainment. They should now refine the process further to interrogate the data for a range of different cohorts groups and individuals. Teachers use a wide range of assessments, including standardised tests, to monitor children's progress. Almost all teachers include children well in the assessment process, encouraging peer and self-assessment where appropriate. Of particular note is the involvement of children in self-assessment using the Leuven scale. This is helping them understand their own engagement in the learning process. Teachers make effective use of information from assessment, tracking and monitoring in planning and agreeing next steps in learning with children. There is scope to ensure that in all classes there is appropriate challenge for all learners.

2.2 Curriculum: Learning pathways

- A curriculum rationale based on the school's vision, values and aims is in place. The school has an overall framework along with useful progression pathways for the different curriculum areas. There is scope to ensure that these pathways are used consistently well across the school. This includes using them more effectively to plan learning and assessment for different groups of children, thus helping to streamline the tracking of progress. As staff continue to develop the curriculum they should ensure that the uniqueness of the school's context is reflected in order to continue to motivate children and raise their aspirations.
- Staff have developed a yearly overview of the learning to be covered to help them manage the pace of progress through the curriculum. The leadership team need to ensure planning aligns with expectations as outlined in national guidance. As staff improve the curriculum further there is a need to ensure an appropriate breadth and balance with planned learning across experiences and outcomes in all curriculum areas.
- A helpful overview of interdisciplinary learning has been created to ensure a balance of experiences for children across a curriculum level. Interdisciplinary learning needs to provide opportunities for transfer of skills and reflect children's interests, local contexts and take account of world events. There is a need to ensure children have opportunities to revisit areas for learning in different contexts.
- The school recognises that the programme for modern languages should be developed further in line with national guidance. This needs addressed as a matter of urgency.
- Children in primary one are benefiting from the carefully considered development of play. This is motivating them and supporting them to learn across the curriculum in new and creative ways. The use of play across first and second levels needs to be of consistently high quality and provides sufficient challenge and progression for all children.
- School staff have identified the need to involve children further in using technology as part of their learning. Children will soon have access to new technology as part of the local authority digital refresh. When this is in place it would be important to ensure there is an appropriate focus on developing children's digital literacy skills.
- Across the school children can talk about jobs they might like to do in the future and they explore these in play experiences at the early level. There is scope to develop children's understanding about the world of work more fully through developing the use of the Careers Education Standards (CES). A recent DYW week was based on the curriculum rationale of learning for sustainability. Children's views were sought and used to plan a week of activities and visits from local businesses. This provided children with a better understanding of the world of work and employment in their local area.

2.7 Partnerships: Impact on learners – parental engagement

- Parents feel that staff know their children well. There are several ways in which the school communicates with parents. This includes yearly reports, the use of social media and an online platform for teachers to share the day-to-day work of classes and significant learning events. Parents are asked their views about their satisfaction with the educational provision in Duns Primary School through questionnaires at the end of parents' evenings. Parents would welcome opportunities to be more involved with their child's learning and to contribute more meaningfully to discussions about school improvement.
- Parents would welcome a proactive approach and information about their child's progress on a more regular basis. Teachers have begun to explore the use of an online learning journal resource to document children's skills and achievements. Plans are in place to fully embed this helpful resource. Teachers should continue exploring a range of ways to share with parents what children are learning, the progress they are making in class and what they are about to learn ahead of time. This would help parents to support their children with their learning.
- The Friends of Duns Primary School is the parent body which actively supports the work of the school and promotes the involvement of the wider parent forum. The group continues to seek ways in which to engage an increasing number of parents to support their work, which includes significant fundraising for the school. This body has raised considerable funds to purchase resources to support learning including, for example, playground equipment and sound equipment. Members of Friends of Duns Primary also work with the headteacher and small groups of children to look at school improvement. This Parent Liaison Group ('Bide and Blethers') meets regularly and has produced a helpful version of the school improvement plan for parents and the community.
- Partners speak very positively about the work they are doing with the school which offers enhanced learning experiences for children. Community Learning and Development partners worked closely with school staff to provide a well-attended three day activity programme over the Easter holidays for families. This allowed families to access a range of activities, working and participating together and strengthening relationships across the community.
- An intergenerational project with Borders Theatre offers children an opportunity to work with older people in the community and use their literacy skills to script a short drama. The All Sorts Childcare is based in the school building and works well with school staff to share understanding of the care required for children attending both provisions. A range of work is being taken forward in partnership with staff at Duns Castle. One of the DHTs sits on the Duns Castle 700 committee and, along with fellow members from across the community, is planning a programme of events and initiatives. This partnership is ensuring the children at the school will be fully engaged as a key part of these important local celebrations.
- Partners are positive about working with the school and find staff very approachable. They would welcome further opportunities to work in partnership with the school to support children and families. Going forward, involving partners in self-evaluation and improvement work will be important. Providing a forum for partners to meet and work together with each other and the school could provide opportunities for a better understanding of each other's work and the planning of joint endeavours.

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

- Children are able to articulate their understanding of the wellbeing indicators and how the school is helping them to understand and improve their own health and wellbeing. Most children say the school helps them to feel safe, to respect and understand other people, and to lead a healthy lifestyle. They also say that staff treat them fairly and with respect. Children are encouraged to share any concerns they have with their teachers and the wider school team and feel confident in doing so. Staff across all areas of school life are mindful of their responsibilities to the children in the school, and take great care in ensuring that all children feel nurtured and cared for in 'The Duns Family'.
- There is a strong commitment to the development of children's health and wellbeing with a clear progression framework. Teachers demonstrate confidence in planning learning experiences and access significant support from key partners including, for example, Active Schools and an organisation who work with children on aspects of mindfulness and relaxation. This is leading to children having a clearer understanding about their own health and strategies they can employ to improve their own wellbeing. The school should now progress with plans to review aspects of the health and wellbeing curriculum, particularly in the area of sexual health and relationships where some of the materials are now out of date.
- Staff encourage all children to make positive choices for life. For example, the school cook and local authority nutritionist work with the school to deliver sessions for children to improve their skills and to understand the positive and negative impacts of foods on the body. This results in children choosing a more varied range of meals at lunchtime. Additionally, there are numerous opportunities for children in Duns primary to be active both in school through the health and wellbeing curriculum and through taking part in opportunities for achievement beyond the classroom. For example, the children participate in a range of sports and games festivals through Active Schools and receive their entitlement to two hours of quality physical education, supported through both specialist provision and class lessons.
- Children report that they feel encouraged and supported to do their best. The staff in Duns know their children well and there is a caring, nurturing and purposeful ethos within the school. Through regular discussions with senior leaders, and as a result of ongoing assessment, class teachers are able to identify children who require support and develop a learning plan with appropriate interventions for learning. This supports children to make appropriate progress with their learning. There is scope for the teams developing these learning plans to include the children in the planning process whenever possible. In addition, senior leaders should also consider the inclusion of key skilled staff who deliver significant interventions to improve outcomes for children to be included in these meetings.

- The school values of Responsible, Resilient and Respected are embedded in the life and work of the school. Children shared with inspectors, the opportunities they have to develop and use these important skills daily within the school, both within classes and through their involvement in school groups. In addition, the school has begun to deliver some interesting work on confidence building for children, staff and parents which is helping to build resilience in the pupils. Mindfulness is also being encouraged in the school, which the children enjoy and which supports their mental and emotional wellbeing.
- The school fulfils all of its statutory duties in relation to child protection and safeguarding by following national advice, guidance and legislation. The school and local authority provide training opportunities for all staff, volunteers and partners working with children in the school.
- Children in the school feel that they are included in the life and work of the school and that their views are listened to and respected. All children are involved in the school 'Learning for Sustainability' groups which promote, for example, healthy eating, protecting the environment and better eating for better learning. They are also able to make suggestions about their school through representation to the pupil parliament in order to have their voices heard. There is scope to involve children more systematically in decisions about all aspects of school life. Moving forward, senior staff are beginning to use 'How good is OUR school' to support this work.
- Across the school year, children are offered opportunities to participate in and celebrate events and festivals linked to other cultures. A recent community based 'food sharing' event helped children appreciate the food from different cultures. The display of a tapestry, created by children in the school and local people, celebrates the increasingly diverse profile of Duns Primary school. The school value of respect encourages and supports an inclusive approach where children are welcomed, supported and cared for in Duns Primary. There is significant scope to develop a robust equality and diversity policy and implement strategies for children to reflect the changing nature of society and offer support to those who may require it.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 to provide access to free drinking water throughout the day, promote the school meal service and protect the identity of those entitled to a free school meal, are being met. The current planned provision of food and drink at lunchtimes meets all the required nutrition standards.

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

- The school gathers data from a range of assessment information and from interventions to help make decisions on attainment in literacy and English and in numeracy and mathematics. Staff have made a good start to engaging with the National Benchmarks to help track the progress of individual children across literacy and numeracy. Staff engage in moderation activities to help them judge when children achieve a level. The leadership team has termly discussions with staff, which are based on evidence of progress, to identify children's appropriate next steps in learning. The school has a clear approach to tracking and monitoring attainment across literacy and numeracy. Staff now need to develop further the tracking of progress across all areas of the curriculum.
- Overall attainment in literacy and numeracy is good. A few children are making very good progress. Most children who require additional support need are making good progress towards their targets.

Attainment in numeracy and mathematics

- Overall, attainment in number, money and measurement is good. A few children are making very good progress. Most children at the early level are developing confidence in recognising and writing numbers. Most children can order numbers and identify the previous or next number. They are working confidently adding and subtracting within ten and a few are comfortable counting beyond ten. There is scope to ensure a few higher attaining children are provided with more challenge in numeracy. At the first level, most children are familiar with a range of strategies for adding and subtracting two digit numbers mentally. A few lacked confidence in carrying out written calculations. Most children working towards the first level can work out the answers to the times tables to five and a few beyond. There is a need to ensure children develop speed and fluency with multiplication tables. Most children can tell the time using analogue and digital 12-hour clocks. At second level, most children are confident with basic number operations involving two and three-digit numbers. Most children are confident with times tables up to ten. They understand place value up to seven-figure numbers. Most children can calculate time intervals. They can measure local journeys to develop their understanding of time durations. Children working towards the end of the second level are able to solve simple algebraic equations. A number of children in P7 are working within the third level and are confident in converting fractions, decimals fractions and percentages into equivalent fractions.

- Overall, attainment in shape, position and movement is good. At the early level, most children can identify simple 2D shapes and 3D objects. Most children at first level are confident in identifying the characteristics of 2D shapes. Most children working towards the second level are confident in explaining the appropriate qualities of two-dimensional shapes and 3D objects. Children who have achieved second level were confident in their understanding of angles and the properties of different triangles.
- Children at early level can collect and organise objects for a specific purpose to demonstrate their skills in handling information. Most children working on the first, second and third level could describe a range of graphs appropriate to their stage and could explain their uses and advantages.
- There is scope to improve children's progress in measurement, problem solving and probability and chance.

Attainment in literacy and English

- School data predictions indicate that in P1 and P4 most children will achieve appropriate Curriculum for Excellence levels in reading, writing, listening, and talking. In Primary 7, most children will achieve appropriate Curriculum for Excellence levels in reading and writing and almost all will achieve in listening and talking. Tracking of children's progress has been reviewed to focus on increased expectations of pace and challenge in literacy. Where there is a risk of attainment slipping, staff take appropriate and prompt action.

Listening and Talking

- Overall, children are making good progress in listening and talking. At the early stages, most children are able to listen carefully to their teacher in whole class learning, story time or when working in small groups. Across first level, most children listen effectively and can communicate well with each other. By the end of first level, they are able to express their thoughts and feelings very well, responding appropriately to each other during discussion. Most children working towards second level listen respectfully to each other when working in pairs or small groups. In the best practice, children benefit from opportunities to formulate and justify their opinions during topical debates, disagreeing respectfully with others or supporting their viewpoints by building on what has already been said. Most children can ask and answer questions appropriately and use vocabulary that is suited to the purpose.

Reading

- Overall, children are making very good progress in reading. Across the school, teachers promote a love of books and reading for enjoyment. Children participate in useful paired and individual reading activities. Across early level, children have opportunities to engage with a variety of texts through a range of media. Most children can blend sounds and read familiar words in context. They show awareness of features of books such as title and blurb and can use illustrations to support their understanding. Children working within first level can read fluently, with expression and convey understanding. They can use context clues to deduce the meaning of unfamiliar words and distinguish between fact and fiction. At first level, children can find information from a range of texts and use this to write reports. They can talk about authors they like and give reasons for their choices. Across second level, children are developing an understanding of the features of different texts, including graphic novels and newspaper reports. Most children can skim and scan texts to find information, identify main ideas and make notes to support the creation of new texts. At second level, most children can read fluently and with expression. They talk confidently about their preferred genres; the range of features associated with these and can provide some detail to underpin their choices. They talk enthusiastically about their class novel *George* through which they are exploring characterisation, structure and developing an understanding of diversity.

Writing

- Overall, children are making good progress in writing. Children across the school write for a range of purposes and have experience of different genres. Staff have worked with colleagues from other schools in their cluster at joint moderation sessions to develop a common framework for assessing writing. This is helping to develop a shared understanding of achievement of Curriculum for Excellence levels. Across the school, there are examples of very effective feedback from teachers, and as a result, children are clear about what they need to do to improve. At the early stages, most children can write using simple punctuation. They use their knowledge of phonics to attempt to spell familiar words correctly. Children working at first level are able to use a range of appropriate punctuation such as question marks, commas and exclamation marks. Across the school, teachers set and agree high expectations in terms of presentation and learners take pride in their work. Children can write to convey information using vocabulary and structure appropriate to the context, for example, when creating a newspaper report. Across second level, children develop their use of a range of connectives and openers and explore how sentences of different lengths and structures create different effects in imaginative writing. Most children can organise notes in a logical manner and use these to create new texts. Towards the end of second level, they have a clear understanding of how language can be used to influence the reader and have used this understanding in a range of persuasive writing activities.
- Whilst moderation activity takes place with other schools and the staff engage in ongoing informal dialogue, there is a need to develop processes within the school which support regular opportunities for collaborative planning of learning, teaching and assessment. This will support reliable teacher professional judgement and appropriate planning for progression for all learners to raise their attainment.

Quality of learner's achievements

- Most children take part in the range of after-school activities provided by the Active Schools Coordinator. They use the facilities in the local secondary and the swimming pool well. Staff help develop children's confidence by providing them with opportunities to perform in the school concert and at assemblies. They provide a range of outings to enhance children's learning of their local area and beyond. A significant number of children are developing their understanding of music through learning a musical instrument such as cello, flute and trumpet. As a result of the work on Rights Respecting Schools, children are developing well an understanding of their rights and those of others in society. They have a strong sense of ownership of their community through participation in annual events celebrating local history. Children's achievements within and out with school are celebrated at assemblies and through awards. Displays across the school ensure all children and visitors can share in this success. Children's achievements are recorded and school leaders sensitively target participation for children at risk of missing out. Staff recognise there is now scope to support children to record and articulate the skills they are developing through these wider achievement experiences.

Attainment over time

- The leadership team has developed a helpful tracking system, which is used with staff to monitor children's progress and plan interventions. Staff are beginning to use the National Benchmarks and progression pathways to help with their reliability of judgements. As a result of these systems in place, staff are beginning to have a clearer picture of children's progress over time. Overall, children's attainment is improving over time. The school have identified a few children who are exceeding expectations and are capable of more challenging work. Staff are able to identify cohorts of children who are not making enough progress. This information should now be used more fully to maximise all children's attainment over time.

Equity for all learners

- Across the school, all children are treated equally and with respect. Staff know their family circumstances, needs, personalities and interests well. Relationships with families are very good and children are well supported within school. Most children feel they are given a voice in the school and feel confident to raise any concerns with a known adult. Staff ensure that cost is not a barrier to participation in outings or the residential week for P7. Pupil equity funding has been used well to improve the approach and resources to teach early literacy. This is beginning to improve attainment and the quality of children's learning experiences at the early level. This approach is being used to improve literacy with a few targeted children from P1 to P3 to help close identified gaps in literacy. Staff encourage children to learn with their parents during the school holidays by running a short summer and Easter programme.

Choice of QI : 1.2 Leadership of learning

- Professional learning and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- Staff work very well together and an ethos of collegiate working is evident. Teachers regularly discuss their practice and share their professional learning to take forward changes which will improve children's learning in the classroom. They are keen to share their ideas for improvement with their colleagues. They are encouraged to take on leadership roles to take forward initiatives which will enhance the children's learning experiences. Teachers are enthusiastic and working hard to take forward a wide range of ideas and actions which are providing children with opportunities for broader learning. This includes an intergenerational project with Borders Youth Theatre; working with staff in the school canteen to encourage children that better eating leads to better learning; outdoor learning; and community projects. Whilst this work is worthwhile, a greater emphasis is needed on working together to take forward the priorities agreed in the school improvement plan.
- The principal teacher (PT) is taking forward important aspects of Developing the Young Workforce (DYW) to support children in developing skills for learning, life and work from nursery to Primary 7. Useful displays of the 'seven habits' are reference points for discussing with the children aspects of skills and behaviours for learning life and work such as 'having a plan', 'being proactive and 'put first things first'. Work needs to continue to support children to understand the skills they are developing and why they are relevant for their future lives. Other work led by the PT includes professional learning in using cooperative learning techniques, and making learning visible. Teachers welcome the support and are adding these approaches to a range of successful strategies being used in the classroom.
- Staff are encouraged and supported to engage in professional learning to improve their practice. They welcome opportunities to enhance their professional learning and recognise the benefits from engaging with peers beyond Duns Primary. They work with colleagues across the cluster to share ideas to improve learning and teaching. A range of work was undertaken by the cluster last session looking at self-evaluation and improvements to learning and teaching. This work, led by a DHT from Duns Primary, provided teachers with time to discuss and reflect on improving classroom practice. The cluster work has resulted in a learning and teaching toolkit which is providing teachers with useful resources. In the current session, staff learning opportunities have continued to include cluster moderation which is helping teachers understanding of the standards expected at Curriculum for Excellence levels.
- Within the school, professional learning to support new approaches to literacy learning has enabled staff to take forward new programmes of work which are leading to improvements in children's reading and writing. They have engaged with work to support their own and children's understanding of engagement in learning. This work is leading to consistently good practice across the school, improving children's progress in literacy and numeracy and providing children with a better understanding of their own learning.
- Senior leaders work to support staff in having an up-to-date understanding of national and local priorities for education. Senior leaders are undertaking courses, including the Scottish College for Educational Leadership (SCEL) Into Headship and the Head Teachers' Leadership Academy, which are providing opportunities to build strategic leadership skills and network with colleagues from across the country. The SCEL Teacher Leadership programme is also being

undertaken by a class teacher. Learning from these courses is shared well and supports reflection on practice and ideas for further improvement.

- Children take on a range of leadership roles both in class and across the school. They work very well together in groups and willingly take on different roles to support each other. When provided with choices in their learning, they make responsible decisions. They take active roles in the sustainability groups, making suggestions and taking forward work which progresses their skills and improves their understanding of the lives of others. The pupil parliament has responded to the suggestions from classes and led on work to improve the playground. The Junior Road Safety group have encouraged others to be safe on roads and organised the selling of various high visibility accessories to improve safety.

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.