

# **Summarised inspection findings**

## **Glengowan Primary School**

**South Lanarkshire Council**

**SEED No: 8522820**

**29 September 2017**

### 1.3 Leadership of change

satisfactory

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 only five months. In that short time he has made a positive start to driving improvements in the school. In consultation with staff, pupils and parents he has developed a set of school values which promote the holistic development of every child, regardless of the barriers they may face. Building on the collaborative review of the revised values, the school needs to work with children, parents and key partners to achieve a shared understanding of the unique context of Glengowan Primary School. At the time of inspection the headteacher was planning to carry out a full consultation with all stakeholders to review the outdated vision and aims for the school. In moving forward he should ensure the refreshed vision and aims reflect the current context of the school, are in line with national policy and become implemented fully in the daily work of the school. Working together with all stakeholders on a strategic plan for taking key priorities forward will help bring an interconnectedness to developments that are currently progressing independently.
- The headteacher is committed to and focused upon securing improved outcomes for all children. He is well respected by children, parents, staff and the local community. He is beginning to develop a culture of self-evaluation and collaborative leadership at all levels. The headteacher is supported well by a depute headteacher and two principal teachers. In moving forward the headteacher plans to review the remits of the senior leadership team and encourage further leadership opportunities for all staff. This will allow him to develop further the strategic leadership of the school. More effective and rigorous processes for self-evaluation which demonstrate improvements for children should be developed. This will help staff to be more robust in how they evaluate their work against achieving positive impact for children.
- There are strong and productive working relationships across the school. Activities focusing upon the community of Glengowan Primary School are supporting children's already strong sense of belonging, whilst enhancing their learning about the local community. There is scope for the school to plan links with businesses, partners, employers and parents better in the local community. This will raise children's awareness further of career pathways and skills for learning, life and work. As planned, the school should continue to develop the leadership skills of children, both in directing their own learning in class and across the wider life of the school and their community.
- Staff are committed to school improvement. They work very well together as a staff team. Collegiate working is encouraged and staff are consulted about change across the school. With the support and direction of the senior leadership team, all staff now need to develop and participate in more rigorous approaches to monitoring and evaluating

practice. This will help them to understand more fully the strengths and areas for improvement required in the school whilst meeting the needs of all children more effectively. As planned, senior leaders need to work with all staff to develop further awareness of the range of data which can be used to inform planning and tracking and monitoring procedures. Greater emphasis now needs to be placed on the acquisition and effective use of robust and reliable data.

- The headteacher has recently developed and introduced regular opportunities for professional dialogue with staff about children's next steps in learning. There is scope for these discussions to be more rigorous and focused on the attainment and achievement of all with the aim of achieving equity. The current school improvement plan (SIP) includes key priorities for raising attainment in literacy and numeracy and mathematics and improving health and well-being for all pupils. In moving forward the school should involve all stakeholders further in identifying and agreeing improvement priorities. Progress should then be evaluated through more explicit and measurable improvements in outcomes for children.
- At the time of inspection, the headteacher was creating a draft quality assurance calendar. Working with staff, he needs to ensure approaches to quality assurance are given a higher priority and are undertaken in a more formal, comprehensive and systematic way. Senior leaders need to undertake more rigorous monitoring of the quality of learning and teaching to ensure there is greater consistency of high-quality experiences for children across the school. A programme of class visits should be established, with next steps agreed and used as a focus for improvement. Dialogue following these could help inform the professional review and development process. Such approaches will help identify best practice which could then be shared with all staff.
- One specific feature of the headteacher's positive influence in the school has been his success in engaging staff in professional reading to support developments in learning and teaching. All staff should now build on this achievement to support creativity, innovation and enquiry which benefits the school and the needs of learners. For this to be fully successful, all staff will require increased planned peer learning opportunities and skills developed further in gathering and analysing information from which to judge the impact on children's learning.
- The headteacher has made a positive start to school improvement. He now needs to lead an increase in the pace of change around curriculum development and achieve consistency in learning, teaching and assessment. Identifying and building on the strengths of all staff and empowering them to take further responsibility will build the capacity for school improvement.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

### Learning and engagement

- Teachers have worked hard to create a positive ethos within the school that results in almost all children being well motivated. There are strong relationships between teachers and children, and amongst children themselves. They enjoy coming to school, and are well behaved and friendly. There is a supportive atmosphere in the school where almost all are treated with respect. Children feel teachers are approachable and support them in learning.
- In the majority of classes, children are actively engaged in their learning. They are eager participants, and interact well during activities both within and outwith the classroom. They also support one another well during group work and, when given the opportunity, show skills in collaboration.
- Tasks, activities and resources could be better matched to meet the needs of all children. There is significant scope to build on existing strategies for differentiation that will allow children to make better progress in their learning.
- In a few classes, children take responsibility for leading learning. However, there is scope to develop this further. Children would benefit from experiencing increased independence in their learning where they take decisions, initiate and organise tasks and demonstrate self-reliance. In addition, teachers need to provide greater opportunities for children to engage in active learning where they develop skills such as problem solving.
- In most classes, teachers use digital technology effectively to enhance learning. There are strong examples of children responding well to the use of technology. This is being deployed well to support children's creativity and curiosity. In moving forward, the school should consider ways in which learners can independently access digital technology to support and challenge them in all areas of their learning.

### Quality of teaching

- Overall the quality of teaching across the school is good. Developing a shared understanding of what constitutes effective teaching, learning and assessment at Glengowan Primary School will support staff in ensuring consistently high-quality learning and teaching experiences for all children.
- In almost all lessons, staff share the purpose of lessons through the use of learning intentions. As a result, the majority of children are clear about what they are learning and

how they can achieve success in relation to a particular lesson. Learning intentions and success criteria could be better framed at times so that they are related directly to what children are learning and what success looks like.

- In most classes, teachers provide clear explanations and instructions to children regarding learning activities. Interactions with the class, group and individuals are supporting children's thinking. As a result, in most classes, children are developing their skills in talking about their learning. This practice should be developed further and shared across all stages to ensure that dialogue with children is not too teacher led.
- In the majority of lessons, teachers make effective use of questioning to encourage children to think. They are developing their skills in asking questions that are open ended and allow children to respond more fully. In taking this forward, a useful next step would be for staff to explore effective questioning that allows children to demonstrate higher order thinking.
- In all classes, children receive feedback which helps them to understand themselves better as learners. In the best examples, high-quality feedback is linked well to success criteria. This positive practice should now be shared more widely across the school so that children can more readily identify their strengths and next steps in learning.

### **Effective use of assessment**

- The school has identified raising attainment in literacy and numeracy as two of its key priorities in its School Improvement Plan (SIP). Teachers are engaging with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements of children's progress and achievement of a Curriculum for Excellence (CfE) level. A range of evidence such as sampling children's work and analysing the results from a range of summative tests are currently used by teachers to inform their professional judgements. Staff are developing confidence in scrutinising and analysing attainment data in context, although this is work in progress. A focus on planning assessment around 'say, make, write and do' would support teachers in widening the range of evidence they use to make robust professional judgements.
- There has been a recent focus on sharing expectations and standards. As a result, staff are developing their understanding of the need to use reliable evidence to report on children's progress in literacy and numeracy. There is scope to extend this work to include other areas of the curriculum.
- The school's approach to assessment is under review and staff have recently taken steps towards developing more consistency in the gathering, analysis and use of assessment information. The variety of standardised assessments used, include those in areas such as reading, spelling and numeracy. They support teachers in gauging children's progress and attainment in these areas. The information from these assessments could now be used more effectively to inform the planning of learning and teaching.
- In the majority of classes, 'learning logs' or 'snapshot jotters' are used effectively to record children's learning targets and track progress. The majority of children can talk about their learning targets. There is scope to develop more effective feedback strategies in partnership with children so that they have a greater sense of ownership of their learning targets and progress.

## **Planning, Tracking and Monitoring**

- All staff have been developing revised approaches to planning which are more manageable and purposeful. They should continue to develop these revised planning frameworks to ensure progress in learning for all children across all areas of the curriculum. This will assist staff in making more effective use of revised tracking and monitoring systems to raise attainment.
- Staff report that recent changes to the ways in which they record, track and monitor children's progress are more manageable and support them in working collaboratively to meet the needs of all. Staff are beginning to develop their skills in interpreting and responding to this information. They discuss tracking information regularly with members of the senior leadership team. A useful next step would be to develop approaches further to tracking and monitoring which ensure that information is used to raise attainment across all areas of the curriculum and for all children.

## 2.2 Curriculum: theme 2: Learning Pathways

- The school recognises the need to work with all stakeholders to develop a clear curriculum rationale which ensures children receive their entitlement to a broad general education in line with national expectation. In doing so, the school acknowledges that the rationale must take account of the local context and the commitment to meeting the needs of all children.
- The headteacher, in consultation with staff, needs to create a strategic curricular framework to help organise the curriculum. This should include an outline of how the four contexts of the curriculum are planned holistically to provide children with a coherent and progressive learning experience. Continuing to develop a shared understanding will support staff at all levels to design a curriculum that meets children's entitlements to a broad general education. The headteacher recognises the need to develop further outdoor learning. The role of interdisciplinary learning could be reviewed to ensure that it enhances children's learning further.
- Learning pathways in literacy and numeracy enable children to build on their prior learning and support appropriate progression. There now needs to be clear and flexible progression pathways in all curricular areas to ensure children make appropriate progress. As recognised by teachers, these pathways should take account of the benchmarks in each curricular area. This will support teachers to develop a shared understanding of standards and expectations across all curriculum areas and help inform achievement of a CfE level.
- A new planning format for health and wellbeing is currently being introduced which includes reference to the benchmarks. This is at a very early stage of development and is not used consistently across the school. Staff recognise the need to develop a more challenging, progressive and coherent learning pathway for health and wellbeing.
- Children have an increasing number of opportunities to use digital technology to deepen and enhance their learning. In moving forward, the school is aware of the need to develop a whole school strategy in this area. This will ensure children have further opportunities across the curriculum to develop appropriate knowledge and skills in this important area.

## **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.



## **2.7 Partnerships: theme 3: Impact on learners – Parental Engagement**

- The school has a good reputation in the community and the recently revised value statements are beginning to contribute to developing further these community relationships.
- The school has been successful in involving and engaging parents in the life of the school and in their children's learning. Parents are able to engage with their child's learning through 'learning logs', learning postcards, showcase learning events, 'Friends and Family' events, sharing work at home and 'snapshot jotters'. In particular, parents are made aware of how to support children with literacy and numeracy. There is effective communication using a variety of media. Staff are sensitive to the differing needs of the parent body and they endeavour to be inclusive in the approach to involving all parents. Parents approach the headteacher with concerns readily.
- The Parent Council works hard to involve all parents in its work and has achieved success through organising family fun nights and events such as a 'Strawberry Fayre'.
- The school is beginning to track parental participation in school events. Most parents participate in requests to support their children's learning. As planned the school should continue to explore further ways to involve parents in opportunities to support learning. Parents are encouraged to inform and celebrate children's successes within and outwith school.

### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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*

#### Wellbeing

- In reviewing its values the school has identified the importance of respect and resilience. This demonstrates a commitment to health and wellbeing as central to the life and work of the school. As a result, children are beginning to articulate what makes them responsible and how to respect others. The use of wellbeing indicators is not yet embedded across the school. As a result, children are not consistently using the language of wellbeing and this limits their ability to reflect and articulate their thoughts and feelings in this area.
- The school recognises that a whole school strategic approach would better serve it in identifying and addressing health and wellbeing priorities. This approach should be informed by local and national health related information as well as individual need. It should also be based on a clear and shared understanding of wellbeing throughout the whole school community involving children, staff, and parents.
- Positive relationships and a strong ethos of care and consideration for others are clearly evident amongst children in their interactions with all adults in school and with visitors. Almost all children who responded to the pre-inspection questionnaire feel safe in school and that they are treated respectfully. Almost all have a trusted adult they can confide in with any concerns or worries. Systems for children to raise concerns anonymously are familiar to most children. Children new to P1, benefit from senior buddies who are trained to support them in making new friendships as they settle into school. There is scope for greater involvement of children in taking roles to lead aspects of wellbeing.
- The school's promotion of a healthy lifestyle is well recognised by children. They respond positively to opportunities to participate in regular physical exercise including the after-school football club, at PE and during active playtimes. Children understand the positive impact of daily activity on their physical health. Through their experiences in competition and festivals, they experience a sense of achievement and pride in representing their school. Active Schools information indicates positive, sustained trends in numbers of participants. Over the past three years, more than half of participants are girls which is good progress towards the national target. A gap in provision for younger children has been identified and addressed.
- Children are developing a broad understanding of how to keep safe in a range of situations including on the road and in relation to peer pressure. They describe strategies they can employ when faced with challenging situations. For a small number

of children coping with significant personal challenges, the regular support of a local charity is delivering positive outcomes in terms of their social wellbeing, anger management, relationships and engagement in learning.

- Children understand the principles of a balanced diet. They recognise ways in which the school supports healthy food choices through, for example, rewarding healthy snack choices during Health Weeks. Children recognise the choices they make do not always reflect their awareness of healthy options. The school would benefit from a whole school approach to the promotion of healthy food choices which would raise the profile of healthy eating.

### **Fulfilment of statutory duties**

- Staff are regularly updated on statutory duties and follow local authority guidelines, including child protection training. Attendance is in line with national expectations and there have been no exclusions in the last year.
- The school has clear procedures in place for identifying and supporting children who have additional support needs. Appropriate learning targets, as part of Additional Support Plans (ASPs), are set by the support for learning teacher and class teacher. A few children appear to meet the requirements for a Coordinated Support Plan (CSP) but do not, as yet, have one.
- Targeted support is identified according to individual need. For example, participation in the Rainbow Room nurture programme and the Glee club are raising children's confidence, addressing worries and helping them to develop friendships. Parents are consulted about targets in children's ASPs informally, midway through the year, and formally at the end of the year. These are supporting children to make progress in their learning. The school should now take steps to involve parents and children in setting long and short-term targets in ASPs.

### **Inclusion and equality**

- Almost all children are included, engaged and involved in the life of the school. The school ensures the needs of all children are taken into account when planning events, excursions and residential experiences to ensure parity of access.
- Children who require additional support with their learning receive this through targeted intervention programmes. However, they are receiving this support predominantly through extraction from class. The school needs to review these arrangements to ensure children who require additional support continue to be included in all curricular activities.
- Most children's understanding of diversity is being developed through learning in religious and moral education and through health and wellbeing. This is enhanced by external organisations. The school should now build on this practice to support staff to become reflective practitioners who take account of the protected characteristics in all aspects of school life.
- The school is proactive and is implementing planned strategies to improve outcomes for almost all children who face challenges to their learning. The school works very well with a wide range of partner agencies, taking advice when planning to meet the needs of individual children.

- Staff have increasing knowledge of circumstances affecting children's lives. The school is aware of socio-economic disadvantage and has begun to track progress in literacy and numeracy in relation to this to ensure equity. It is beginning to take steps to identify the gaps affecting individuals and cohorts of children. This information will help the school identify the most appropriate interventions to be made, and priorities for the Pupil Equity Fund (PEF).
- To ensure all children are included fully in lessons, teachers need now to ensure that all planned tasks and activities provide appropriate challenge and support where appropriate.
- Children's awareness of diversity, inequality and tolerance has been raised through areas of the curriculum. For example, anti-sectarian work involving the Nil by Mouth project and celebration of other world religions. Whilst the school states it deals with matters as and when they occur, it needs to develop systems for recording and tracking complaints and occurrences such as racial, bullying and behaviour incidents.
- The school should review arrangements for children who do not attend school on a full-time basis to ensure an equitable experience. There needs to be a planned programme in place to ensure that such children receive their entitlement to a broad general education.

### 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 proportion of children attending Glengowan Primary School identified as requiring additional support with their learning is below the national average. The learning needs of children across the school have been taken into account by inspectors in reaching evaluations. Overall, most children are making good progress in literacy and numeracy and are achieving expected CfE levels. A few are, at times, performing above the level expected for their age and stage and a few are making limited progress. Overall, it is the view of inspectors that there is scope for improvement in attainment. This is particularly true for children at P3 and P4 who are working towards or have recently achieved first CfE level.
- Monitoring and tracking meetings between senior leaders and teachers focus on children's progress in literacy and numeracy. Developing the rigour of these as they become better established, together with embedding the recently devised monitoring and tracking system, will support raising attainment of all further.

#### English language and literacy

- **Listening and Talking:** Overall, children are developing and applying skills in listening and talking across their learning. Children benefit from a range of opportunities to develop their skills in listening and talking. For example, in their cooperative learning groups for reading, during topic work and showcasing their learning to parents and friends. Their skills in interacting with others are developing and they are becoming more able to listen well and show respect for other's views. At the early stages, children have many opportunities to practise their talking and listening across learning, resulting in almost all children attaining at levels expected for their age. A majority at the middle stages need more practice in developing good listening behaviours. At the upper stages, children are beginning to demonstrate an understanding of different types of questions for remembering, analysing, understanding and applying.
- **Reading:** Most children are engaging well with a range of texts and can select texts for their personal reading. There has been an increased focus on the teaching of reading skills including summarising, questioning, analysing, predicting and clarifying. Systematic tracking of the progress of these skills is not yet embedded to ensure that attainment in reading is consistently improving. The school has recently introduced book banding. Staff report that this is supporting them to track progress with reading over time. Children are now beginning to benefit from newly purchased books matched to their reading levels. From P4 to P7, reciprocal reading has been introduced. This is

having a positive impact on attainment in reading in the upper stages of the school. A majority of children can read fluently and discuss the key points of a text. Children are gaining in confidence in reading aloud, supported through paired reading experiences. Children at P1 are developing their phonic skills in a planned and progressive way. They are developing confidence with initial sounds and blending to support their reading. Almost all children are progressing well with early reading skills.

- **Writing:** Overall, a majority of children are making good progress in writing. By the end of P1, most children are achieving levels expected for their age, with a majority achieving expected levels for writing by the end of P4 and P7. There are examples of children writing well across a range of genres at the upper stages. There is now a greater focus on the teaching of key skills in writing including use of ambitious vocabulary, connectives, spelling, grammar and punctuation. This is resulting in a few children, at all stages, achieving CfE levels above that expected for their age.

### **Mathematics and numeracy**

- Overall, children enjoy their experience of mathematics and numeracy. They enjoy the variety of learning experiences that are now planned for them. Children at the upper stages can cite a range of examples of how their numerical and mathematical knowledge and skills are relevant to life beyond the classroom and how they may be useful to them in some chosen future careers.
- **Number:** Almost all children at P1 are able to count with confidence and can perform calculations requiring addition and subtraction up to 10 with most able to go beyond this. Most understand the concept of 'splitting fairly' and are beginning to relate this to simple fractions. Most children in P6, working towards achieving CfE second level, are developing strategies for solving mental calculations. They are having some success at improving their own personal speed in doing so. Most children at P7 are able to analyse time differences and time schedules. They can use appropriate strategies such as 'counting up' to solve problems using analogue, digital or 24 hour clock. A few are able to understand the relationship between speed, distance and time. A sample group of children at P7 are able to convert fractions to percentages and decimals and vice versa.
- **Money:** Most children in P4 and all in P7 sample groups are able to calculate change from a given sum of money appropriate to their stage. A few at P4 need further practice in this to ensure that they can do this in a more timely fashion.
- **Measure:** All children in P2 working towards achieving CfE first level understand that both standard and non-standard units can be used for quantifying different types of measure. They can group objects according to length or height. Most are developing their language of measurement very well. Most can make a reasonable estimate of length or height using non-standard units. All children in a P4 sample group are confident in identifying a few appropriate units of measurement and a majority can convert easily from one to another. All children in a P7 sample group are able to identify a suitable range of units appropriate for a given measure. All in the group are able to convert easily from one form to another.
- **Shape, position and movement:** All children in a P4 sample group are able to identify and name a range of simple 2D shapes and a few 3D objects. A few can describe properties of these easily and well, others require further consolidation work. All are able to identify types of angles within simple shapes. All children in a P7 sample group are

able to calculate the perimeter of simple shapes and are confident in working with area and volume.

- **Information handling:** Across the school, children are encouraged to gather data, present it in tables, charts and graphs and analyse information appropriate to their level of study. Children in a P4 sample group can identify a table and a bar graph as appropriate ways to display data. All require further practice in being able to construct a simple bar graph without support. All children in a sample group in P7 can identify and describe an appropriate range of ways to present data. They can describe how to use ICT to record and organise data.
- **Problem Solving:** Across the school, children are encouraged to solve problems in groups. None of the children inspectors spoke with could identify any problem solving strategies.

### Attainment over time

- The school provided data on children's attainment in literacy and numeracy for the current academic session and the previous year as shown below. The headteacher and teachers recognise that the attainment data on achievement of a CfE level in literacy and numeracy is becoming more reliable with time as teachers become more accomplished in making robust professional judgement. The school has plans to gather and collate data year on year to ensure that it can analyse trends over time for cohorts and groups of children. A recently devised and implemented electronic tracking and monitoring system for recording children's progress and achievement in literacy and numeracy is valued by staff. It is a positive step in moving to exploring trends over time.

Stage	Subject area	Achievement of a CfE level by the end of June 2016	Achievement of a CfE level by the end of June 2017
P1	Reading	Almost all (95%)	Almost all (94%)
	Writing	Most (89%)	Almost all (94%)
	Listening and talking	Almost all (90%)	All (100%)
	numeracy	Almost all (93%)	Almost all (94%)
P4	Reading	Majority (55%)	Majority (69%)
	Writing	Majority (55%)	Majority (67%)
	Listening and talking	Almost all (94%)	Most (85%)
	numeracy	Majority (57%)	Majority (71%)
P7	Reading	Majority (74%)	Most (82%)
	Writing	Majority (61%)	Majority (67%)
	Listening and talking	Most (83%)	Almost all (93%)
	numeracy	Majority (57%)	Most (76%)

- The school recognises that in recent years children could have made better progress in literacy and numeracy from P1 to P4. It has taken steps to address this. The attainment data for children currently in P4 indicates an improvement in children's reading, writing and numeracy.
- The school should as planned, work towards reliably assessing and recording children's progress and achievement of CfE levels in all other curriculum areas.

## **Overall quality of learners' achievement**

- Achievements, including successes outwith school are valued and celebrated well in classes, throughout the school and increasingly in local and social media. Children are proud to share in the successes of peers demonstrating the strong sense of community. Many perform to a very high level in local competitions, and are proud to represent their school at a range of festivals and events. They recognise how these help build their confidence and self-esteem and develop team-building skills. Examples across a range of creative and sporting achievements include individual and team athletics success, winning consecutive Rotary quizzes and successfully competing in a K'nex challenge. Children value the wide range of clubs on offer to them. These include basketball, construction, science a book club. Clubs such as the Glee club have helped children develop their social skills, confidence and friendship groups further.
- Opportunities to present to parents at recent showcase events are building children's confidence and sense of achievement. Children across the school are aware of environmental issues through the work of the eco group and working with the Clyde River Foundation. They understand the benefits of recycling, energy conservation and the impact of pollution on wildlife. Children show a commitment to care for others through activities such as fundraising for a range of worthy causes. They have developed enterprise skills and have an increasing awareness of community responsibility through activity such as preparing for the 'Strawberry Fayre'. Children's awareness of various careers is enhanced through input from various professionals and organisations. This is particularly notable during science and health week. Children's organisational, independent living and team-working skills are developed through an annual outdoor residential experience.
- The school has identified the need to develop a more systematic process to record, monitor and track children's achievements including tracking the skills and attributes that children acquire across the totality of learning in and out of school. In doing so, the school needs to collate information and data on achievements for all children and to analyse this to ensure any barriers to participation are addressed and that all children have planned opportunities for achievement. There is scope for children's achievements to be recognised through accreditation more often. This would support children in reflecting better on the skills they are applying and developing.

## **Equity for all learners**

- The school is making good progress in removing barriers to learning with the aim of ensuring equity for all. Attendance has been in line with the national average and exclusion levels have been consistently below the national average.
- The school has systems in place to evaluate and introduce strategies to promote equity within the school. One of those successful approaches has been to improve children's attitudes to learning by building resilience and perseverance. The outcome of this has been that children are motivated better to learn.
- Teachers are beginning to become more aware of the socio-economic context of the school. They are now interrogating attainment data in context. This includes using Scottish Index of Multiple Deprivation (SIMD) data to identify any attainment gap.



- The school should continue with its plans to engage families further to support children's learning to help raise attainment of all and to reduce the equity gap between those living in disadvantage and their peers.

## School choice of QI 2.6 Transitions

This indicator focuses on the need for children and young people to be well supported as they move into school, through school and beyond school. Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination. The themes are:

- *Arrangements to support learners and their families*
- *Collaborative planning and delivery*
- *Continuity and progression in learning*

- The school's arrangements for children's transition, to ensure continuity and progression, include a number of positive features. These include, from early years to P1, good communication with parents and the community and regular visits by school staff to the local early years settings. Visits by the pre-school children to events in the school, sharing of key information about children and induction meetings for parents support further a smooth transition into P1. An effective buddy system where older pupils buddy the new entrants to P1 is in place.
- Regular communication with parents is a positive feature of transition as children progress through the primary stages. The school deals well with parental queries at points of transition and welcomes their contribution to the life and work of the school. Staff report on children's progress annually and host two evenings for parents and carers to visit to discuss their children's progress. Children have the opportunity to "sample" their next class each year in June. Formal exchange of information between staff is supported by on-going informal discussions about individual children.
- Children transferring from P7 to S1 of secondary school receive valuable support. Parents are kept informed of the transition process through a range of different media. Families receive an informative secondary school handbook. Joint activities across the school cluster give staff good opportunities to build a sense of partnership. Assessment information is passed on at appropriate points. Children have important opportunities to visit the associated secondary school, helping to build a positive attitude towards the transition. Primary and secondary staff working together further to plan progressive programmes would help children experience a more seamless transition.
- At all stages, enhanced arrangements are put in place for children with additional support needs, drawing on assessments and information from support agencies and key staff, and ensuring that parents are kept fully involved in discussions and decisions.

## **Particular strengths of the school**

- Staff who work well as a team. They are keen to engage in the process of change in driving forward improvements and securing positive outcomes for children.
- Confident, well-motivated and engaged children who collaborate well together to achieve tasks.
- A calm, purposeful and welcoming learning environment characterised by positive relationships and mutual respect.

## **Agreed areas for improvement for the school**

- Develop leadership further at all levels, including the strategic leadership of the headteacher. Prioritise key areas for improvement, in particular developing the curriculum, and achieving consistently high-quality learning, teaching and assessment.
- Develop approaches to wellbeing across the school, including the use of the wellbeing indicators. This will enable teachers to assess children's progress and achievement in this area more effectively.
- Continue to raise attainment across all curriculum areas.

## **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that with support from South Lanarkshire Council the school has the capacity to continue to improve. As a result, we will make no further visits in connection with this inspection. Our Area Lead Officer will continue to monitor progress. As part of its arrangements for reporting to parents on the quality of education, South Lanarkshire Council will inform parents about the school's progress.

## 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.

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