

Summarised inspection findings

Carnbroe Primary School

North Lanarkshire Council

28 February 2023

Key contextual information

Carnbroe Primary School is a non-denominational school situated within Carnbroe, on the south end of Coatbridge. The current school roll is 252 pupils across ten classes. Carnbroe Primary School along with Sikeside Primary School and Nursery Class are part of a shared headship which has been in operation since January 2018. Following a school consultation process in 2014, the schools are due to merge to become one educational establishment in 2023, Riverbank Primary School and Nursery Class.

Following a period of unstable leadership and staff absence, the current headteacher assumed post in an acting capacity in February 2022. She became the permanent headteacher of both schools on 25 October 2022.

The Scottish Index of Multiple Deprivation (SIMD) indicates that most children who attend the school live in deciles five to ten. Approximately 10% of children live in deciles one and two. The school has identified that an area of new housing is awaiting new classification. The incomplete data makes it challenging to define the poverty-related attainment gap.

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 provides effective leadership to the Carnbroe school community. She has built strong, respectful relationships with parents and their children. She has gained the trust of the staff after a period of transitional leadership. The headteacher demonstrates important leadership qualities which enables her to lead change and improvement across the school. A dedicated acting depute headteacher and acting principal teacher support her very well. As a senior leadership team (SLT), they bring confidence to the school community as they prepare to open their new school.
- Since taking up post, the headteacher has brought a fresh perspective to the established vision, values and aims within the school. The SLT collaborate closely with staff to embed the values meaningfully in the daily life of the school. The school motto, 'Dream, Believe, Achieve' is evident in classrooms and in the positive relationships across the school. It is helping to raise standards in learning and teaching by encouraging everyone to do their best. Through sharing children's successes, this work is also supporting the school community well as they continue to recover from the COVID-19 pandemic. Children have a real sense of ownership of their school values, perseverance, kindness, compassion, included, happiness, trust, respect, and honesty. They link them thoughtfully to their learning about their rights as children and celebrate them regularly.
- Staff across the school and the partners who engage regularly with the school have a clear understanding of the socio-economic needs of the school community and beyond. Through self-evaluation with children and their families, they have an informed understanding of the

challenges faced by families and the impact of the COVID-19 pandemic on family health and wellbeing.

- The SLT have been successful in engaging a range of partners to support the improvement agenda. A clear focus on health and wellbeing is having a positive impact on addressing some of the concerns following the COVID-19 pandemic. In particular, the anxiety a few children experienced on return to school.
- The school vision 'to inspire our pupils to reach their full potential and be the very best they can be' is a focus for collaborative improvement across the school. The vision forms the core and direction to the recovery and improvement journey the school is undertaking. The period of leadership instability and staffing challenges have had a negative impact on the pace of improvement across the school and on the confidence of teachers. The headteacher and senior team are working in close collaboration with staff to build confidence, resilience, and morale. Through self-evaluation, the SLT and staff have set themselves measurable targets to improve learning, teaching and assessment and outcomes for children in literacy and numeracy. Underpinning their work is a strengthening approach to health and wellbeing for all. Staff work well together and take individual and collective responsibility for school improvement. They are beginning to bring about greater consistency of learning and teaching. Teachers are at the early stages of collecting and using accurate data about how well children are doing in class. They are also including children's wider activities in school and achievements outside school to realise their vision of children reaching their full potential. The headteacher and senior team are working at pace with teachers to support them to do this meaningfully and confidently.
- The SLT and all staff are building an ethos of continuous improvement through professional learning, enquiry and a focus on health and wellbeing. Teachers recognise and articulate well the benefits of professional learning as a team and as part of their local cluster. This is helping them to work more effectively as stage partners and take on areas of responsibility. They are at the early stages of interrogating children's journey through Curriculum for Excellence (CfE) levels. They need more time and continued guidance from the headteacher to understand children's pace of progress through the curriculum and how effective the blend of interventions they use are addressing barriers to learning.
- Children benefit from the well-planned opportunities to work together in and out of class. The SLT and staff continue to build on the opportunities children have to take on leadership roles. For example, children can participate in committees, lunchtime clubs and act as buddies to younger children. Teachers need to continue to build leadership opportunities for children to lead learning in class and use their skills across the school to bring about change. Children are very enthusiastic about their House system. They like that staff recognise and reward them for their successes.
- The school benefits from an active Parent Council which supported the school throughout the COVID-19 pandemic. Members of the Parent Council work closely with the headteacher to support the school improvement agenda. More recently, they have begun to collaborate more closely with Sikeside Primary School parents, to plan how to bring the schools together on a new campus.

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

- Staff have created a friendly and nurturing ethos in classes across the school. Relationships between staff and children are strong. Learning environments are calm and purposeful and as a result, almost all children participate well in lessons. Children learn well together and offer support and help to each other in class and across the school. Staff work very well with children to ensure they are aware of and can talk about their rights.
- Building on the use of digital platforms during periods of COVID-19 school closures, children use digital technology responsibly to support their learning. This is helping children to extend their research skills, consolidate learning and more recently, to explore coding. Older children now have the opportunity to share their skills with others through the Digital Leader programme. The SLT and teachers should continue to develop the use of digital technologies across all stages to enhance the learning experiences for all children.
- Overall, the quality of teaching is good. Teachers and staff are committed with a clear focus on improving outcomes for all. Children value the support they get from teachers and the wider school staff. Classroom displays show and celebrate well children's work and offer support and strategies to help them. This encourages most children to find solutions and become more independent in their learning. Teachers could maximise the use of learning spaces across the school to promote further children's engagement and participation.
- In most classes, teachers provide clear instructions and children know the purpose of their learning. The SLT and teachers should continue to develop these approaches more consistently across the school. A few children are able to talk confidently about the skills they are developing and how this helps them. When planning learning, teachers should highlight the skills children are developing through their learning. This will help children develop a greater awareness and understand better the relevance of their learning. Most teachers use questioning effectively to engage children. A minority of children would benefit from increased opportunities for challenge in their learning.
- Most teachers plan tasks and activities for the whole class and groups of children well to meet the needs of all. In most classes, teachers use task boards and extension activities effectively to support children to know what they have to do. This is maximising the amount of direct teaching time teachers can spend with groups and individuals and reduces interruptions. Children who need further support in their learning are supported well in class and through targeted interventions. Teachers should consider how they can plan learning more effectively for those children who need additional challenges.
- Most teachers provide written and oral feedback to children about their progress. This needs to be of a more consistent quality across the school. Teachers should consider how to embed

further feedback and personalised targets. This will help children understand more clearly how they are progressing and what they need to do to improve.

- Staff are at the early stages of developing learning through the principles of play pedagogy, particularly at the early level. As planned, the SLT and teachers should continue to develop further their shared understanding of play pedagogy, taking account of the principles within national guidance. This will help ensure that learning is motivating and meaningful and allow young children more opportunities to lead their learning, encouraging curiosity and developing independence.
- Teachers plan learning across all curriculum areas to meet children's needs. Within interdisciplinary learning, children are provided with opportunities to collaborate with their teacher to plan and shape the learning using 'what I know' and 'what I want to know' frameworks. The school is continuing to review its planning processes with a focus on streamlining and tackling bureaucracy. The SLT and teachers should look for further opportunities to include children more fully in the planning of learning.
- Teachers use a variety of assessments to provide baseline assessment data and to demonstrate children's progress. However, teachers rely too much on summative assessment. As a result, assessment is not yet an integral, ongoing part of planned learning and teaching. The SLT and teachers should continue to extend approaches to assessment to ensure that teachers can support better children to demonstrate their progress, particularly in numeracy.
- Teachers are re-engaging with moderation following the pandemic. This is supporting them to improve their confidence and accuracy with professional judgement. Teachers would benefit from planning for assessment and more explicitly linking children's progress to National Benchmarks.
- The SLT and teachers have introduced meetings to check on children's progress regularly. These are beginning to impact positively on teachers' abilities to discuss children and their progress in planned learning, particularly in literacy and numeracy. In developing these further the SLT and teachers should consider the connections between planned learning and assessment. This will ensure children are supported better to build on prior learning and identify their next steps. At key milestones, the SLT and teachers can demonstrate children's progress and attainment in literacy and numeracy. The SLT and teachers should continue with their plans to assess children's progress in all curriculum areas. The SLT are at the early stages of developing a more robust digital system to check on and monitor children's progress and attainment in literacy and numeracy. This has the potential to capture more fully the learning profiles of all children.

2.2 Curriculum: Learning pathways

- Staff provide children with a wide range of learning experiences across all curricular areas. This supports children to receive their entitlement to a full, broad and balanced curriculum. The school is at the early stages of developing progression pathways across all curriculum areas. Progression pathways in literacy support teachers well in planning progressive learning experiences to support children as they move through CFE levels. The SLT and staff should work together to review numeracy pathways to ensure they support all children to build more progressively on prior learning. Health and wellbeing and digital learning progression frameworks are at the early stages of being taken forward in collaboration with staff and children.
- Staff should ensure that interdisciplinary learning focuses more on the progression of knowledge and skills across curriculum areas. In a few classes, there is too great a focus on activities and tasks which are not consistently linked to the development of children's knowledge and skills.
- Across the school, staff provide children with opportunities to take part in two hours of high-quality physical education across the week. The wide range of planned activities includes gymnastics, rugby, and Scottish dancing. These opportunities encourage children to work cooperatively, work in teams and increase their physical fitness.
- Across the school children learn French in line with the Scottish Government's 1+2 language policy. Children in the upper stages are also learning Gaelic. They can discuss what they like about language learning and can use short words and phrases well.
- The SLT and staff should check closely on those children who receive extra support for learning that takes them out of class lessons. This is to ensure that all children have access to a broad and balanced curriculum and do not miss out on learning alongside their peers.
- A range of extra-curricular lunch time and after school clubs have been re-introduced. Increasingly, children lead them by themselves. Teachers check children's attendance and participation in clubs to ensure equity of opportunity in wider achievements. Children's successes in these clubs are recognised and celebrated through assemblies and in displays across the school.
- The school has effective approaches in place to support all children at times of transition. Children who require extended transitions are provided with bespoke pathways designed to best meet their individual needs. This helps them to settle more quickly. Commendably, the school monitors former pupils at exit points as they leave secondary education and are aware of their positive destinations beyond school.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher is highly visible within the school and wider community. Her 'open door' policy is encouraging parents to approach the school in person to discuss their views and any concerns they may have. The headteacher, alongside the senior team, has prioritised positive relationships, particularly as they lead the school community through a significant transition to the new Riverbank Primary School and Nursery Class.
- Overall, parents are very satisfied with the ways in which the school supports, informs, and shares the work of the school and their child's progress with them. They appreciate the school is making a transition from communication approaches during the COVID-19 pandemic to how they now engage with parents face-to-face.
- The school community is highly visible through the use of social media, 'Open Hour' events and newsletters. School and individual class newsletters are informative and encourage parents to build on their child's learning at home. Social and fundraising events are resuming which are bringing families back into the school building.
- Parents appreciate the work of the school in engaging other professionals and partners to support children.
- Parents feel the school takes a thoughtful approach to the cost of the school day to ensure all families can take part in the range of activities the school provides for children.

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. At the time of the inspection, there were no identified areas for development.

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

- Staff provide a safe, nurturing, inclusive environment where all children feel valued and included. Respectful relationships, based on the school values of trust, honesty, kindness, and compassion are evident across the school.
- Most children are aware of the wellbeing indicators and what each one means for them. They talk confidently, for example, about what it means to be active, healthy, and safe and the difference this will make to their lives beyond school.
- Children feel safe in school and know they have adults they can talk to if they have concerns or if they need help. They recognise how they support each other, for example, through the buddy scheme. Children are confident to resolve their own issues through peer mentoring in the playground.
- Staff and partners meet the social and emotional wellbeing needs of children very well through a range of planned interventions and nurture-focussed activities. Parents and staff speak about the significant impact these supports have on reducing children's anxiety and improving their wellbeing. Interventions such as 1:1 counselling, nurture sessions and check-ins with staff create a supportive and positive ethos. They enable children to feel calm and more ready to learn. Staff should continue to check on the impact of interventions to ensure they are benefiting children longer term.
- Children experience a broad and well-planned health and wellbeing curriculum. As a result, they are developing good skills and understanding in mental health, positive relationships, the importance of physical exercise and healthy eating. Staff support children well to gain a thorough understanding of how wellbeing affects their emotions through a whole school programme designed to improve mental health. Children can talk confidently about how they are developing resilience and have a better understanding of how they can regulate their emotions. It is now timely for staff to track children's progress in all aspects of health and wellbeing. This will ensure the range of programmes enable children to build skills in all areas.
- Children benefit from a positive breakfast and lunchtime experience. Catering staff know their preferences and encourage children to eat well whilst engaging in a nurturing social experience.
- Staff have a robust understanding of their responsibilities and statutory duties related to wellbeing, equality, and inclusion. The SLT and staff embed firmly in legislation approaches to child protection, safeguarding and meeting the additional support needs of learners.

- Staff employ a wide range of targeted interventions aimed at securing progress and improving attainment for children who have additional support needs. Interventions are well planned and recorded through planning meetings and individualised educational programmes. Appropriate plans such as individualised educational plans and child's plans are in place. Staff should ensure that children who are care experienced are considered for a coordinated support plan.
- Parents and children at Carnbroe are involved fully in the child-planning processes. Children share their views and take an active part in deciding their targets and actions. In order to measure children's progress more clearly, teachers should ensure that targets are short-term, measurable, achievable, realistic and time bound. This will support children's understanding of their targets and what they need to do to achieve them.
- Strong partnership working between school staff and other agencies and specialists is resulting in positive outcomes for children. Staff work very well with other agencies, such as allied health professionals, Community Learning and Development colleagues and counselling services, to support children's wellbeing. They welcome professional learning, support and advice. This ensures they meet children and families' needs well.
- Children are aware of their rights. They know staff value their views and respect them. Children feel included and engaged in the life of the school. Staff give them opportunities to have their voices heard. Children participate well in the pupil council, eco committee, and school improvement assemblies. Children can discuss the impact that their participation in decision-making has had in the school, including the purchase of new equipment and the start of new clubs.
- Staff help children recognise and celebrate diversity through lessons and school assemblies. Children across the school have a positive understanding of equality. The school is working towards accreditation in this area, which is helping children recognise and value individual similarities and differences. Staff identify one article from the United Nations Convention on the Rights of the Child to focus on each month. This is helping children learn and understand about their rights and the rights of others. As a result, children created class charters. Children and staff refer to these regularly and demonstrate how this helps them to show respect for themselves and others. They encourage everyone to be kind and inclusive. Children feel their school represents, includes, and values everyone for who they are.

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

- Across the school, overall levels of attainment are good. In June 2022, most children achieved appropriate CfE levels in listening and talking, reading and numeracy. Overall, the majority of children achieved appropriate levels of attainment in writing. At all stages, there are children who would benefit from further challenge in their learning.

Attainment in literacy and English

- In June 2022, overall, most children achieved expected levels of attainment in listening and talking and reading. The majority of children achieved expected levels of attainment in writing.

Listening and talking

- Across the school, most children express themselves well. They communicate clearly and audibly with others. Children who have achieved early level talk confidently in a variety of situations to their peers and adults. Children who have achieved first level express their ideas and feelings appropriately about a range of different texts. At second level, most children discuss confidently the skills they need to present or debate a topic in class.

Reading

- Across the school, children can talk about the reading skills they are developing and can express a preference for different authors. Children borrow books from class libraries which is helping them to enjoy reading at home.
- Children who have achieved early level use their knowledge of sight vocabulary, and sounds to read familiar words and sound out new words. Children who have achieved first level use their meta linguistic skills to learn new vocabulary. They should continue to build on their skills in decoding and reading of unfamiliar words independently. At second level, most children are familiar with the features of fiction and non-fiction texts. They are becoming more confident in discussing techniques the author uses to influence the reader.

Writing

- Across the school, COVID-19 has impacted negatively on levels of attainment in writing. Staff have introduced new approaches to the teaching of writing. This is helping children to write more successfully within a range of genres, using an increasing range of vocabulary. Across the school, there is a need to continue to improve children's spelling and punctuation in written work.
- Children who have achieved early level can use their knowledge of single sounds and letter blends to spell familiar words correctly. Children who have achieved first level can select suitable vocabulary to share their feelings and ideas in stories. At second level, all children

have increased opportunities to apply their writing skills across the curriculum. This is helping them understand the relevance of their writing skills.

Numeracy and mathematics

- Overall, children require further opportunities to consolidate their understanding of number processes and revisit mathematical concepts regularly.

Number, money and measure

- Children who have achieved early level can read digital and analogue clocks to o'clock and half past. Children who have achieved first level can identify the value of single digits within numbers up to one thousand. They need more regular practise calculating and recording division and multiplication problems. Most children at second level can apply their knowledge of number facts to solve simple algebraic equations. Across the school, children need more practise in applying their understanding of number consistently when carrying out calculations.

Shape, position and movement

- Children who have achieved early level can name almost all two-dimensional shapes and most three-dimensional objects. Children who have achieved first level can describe the properties of three-dimensional objects but would benefit from revising these more often. They are less confident in describing angles. At second level, most children can recognise and describe acute and obtuse angles. Across the school, children need more regular practise to ensure they can build on their prior learning when working with shape.

Information handling

- Children who have achieved early level can create pictographs to display information. Children who have achieved first level can interpret bar graphs and tally charts to extract key facts. At second level, children can interpret information from graphs to draw conclusions about information.

Attainment over time

- The school's attainment data from 2018 to shows that overall, most children make good progress through CfE levels from prior levels of attainment. Staff identify that children in the middle stages were most affected by the COVID-19 pandemic. At a few stages, universal approaches to closing these gaps in children's learning are helping them to return to their pre-pandemic levels of attainment.

Overall quality of learner's achievements

- Children enjoy a range of lunchtime and afterschool clubs delivered by school staff, children, and partner agencies. For example, sports and space club. The SLT track children's participation to ensure that no child is at risk of missing out. They ensure that all children have opportunities to participate in clubs which are in high demand using a rota system. At the upper stages, children progress their leadership skills and confidence through accredited courses such as Bikeability and Junior Sports Leaders. This is building children's independence well and encouraging them to develop new skills such as teamwork and problem solving.
- Children enjoy sharing their out of school achievements on 'Guess What' notes and display them throughout the school. They celebrate their achievements in assemblies, newsletters, and online platforms. Children now need further opportunities to talk about the skills and attributes they are developing through their achievements.

Equity for all learners

- Staff know children and their families very well. They signpost families to agencies who provide valuable additional support such as financial aid and counselling. Staff consider the cost of the school day carefully when planning trips. Children participate in a variety of fundraising activities to subsidise these trips. Contributions to fundraising activities are voluntary and managed sensitively.
- The headteacher tracks the attendance of all children carefully. She takes prompt action when required, collaborating with parents and partner agencies to ensure that children receive their full schooling entitlement.
- The school receives money from the Pupil Equity Fund (PEF) to close gaps in children's learning that arise as a result of poverty. The headteacher uses PEF to provide additional staff who support children in literacy and health and wellbeing. Staff check on the progress of these children and of those who have additional support needs. They identify children who require further support in their learning. Last session, interventions to support these children were unable to take place fully as a result of significant staff absence. This session, children who need it, have received targeted support to raise their attainment in literacy. This is beginning to accelerate the progress of these children. Nurturing approaches to support children's health and wellbeing are helping them to become more resilient and more ready to learn. Staff should continue to measure regularly the added value of interventions. As they do this, it is important that staff consider the progress individual children make towards achieving the relevant CfE levels. This will help staff to assess more accurately the progress that children who require additional support are making.

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.