

Summarised inspection findings

Chryston Primary School

North Lanarkshire Council

27 June 2023

Key contextual information

Chryston Primary is a non-denominational primary school with 369 pupils across 14 classes. It is located in North Lanarkshire and serves the communities of Chryston, Mount Ellen, Muirhead and Steps.

The new headteacher has been in post since February 2023. In the two years prior to her appointment, the school had seen a number of temporary leadership arrangements in place.

One percent of children live within Scottish Index of Multiple Deprivation (SIMD) one and two, while forty two percent live in SIMD three and four. A further forty two percent live in SIMD decile nine and ten percent in decile seven. A new school building is scheduled for completion by August 2023. Children's attendance at school is in line with the national average. Exclusions are in line with the national average. The new headteacher recognises the significant next steps required for the school and its community to transition successfully to the new school building.

2.3 Learning, teaching and assessment

satisfactory

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

- Overall, the ethos and culture of the school reflects the school values of kindness, respect and hard work. Most staff and children throughout the school demonstrate positive relationships and teachers engage most children well in their learning. Most learning experiences are enjoyable and the majority of lessons are appropriately challenging. Almost all teachers have created calm and purposeful learning environments where children are motivated to learn and can experience success. The school is at the early stages of becoming a rights based school. Most staff encourage children to see how rights affect their interactions with others. A few children are 'Rights Knights'; staff and children's peers have nominated them for this role. They are beginning to champion the school's commitment to the United Nations Convention on the Rights of the Child (UNCRC).
- In all classes, teachers make the intended learning clear with children. This is prominently displayed and teachers refer back to the intended learning throughout lessons. In most lessons teachers use concise and effective criteria to help children understand how and when they have achieved success. In a minority of lessons, children and teachers co-create these criteria. This is more evident in mathematics lessons where teachers encourage children well to identify how they will achieve success in their learning in relevant, personalised ways. Combined with their enthusiastic and organised approach, most teachers ensure children have productive and enriching learning experiences.
- Overall, the quality of teaching has a positive impact on most children. Teachers provide children with clear explanations and instructions and highlight steps children need to take to be successful. In a few lessons, teachers are helping children to identify their own next steps in learning. The majority of teachers provide children with appropriate levels of support and

challenge. A minority of children exceed expectations for their planned learning. Moving forward, teachers should continue to work with senior leaders to ensure that all children experience a level of challenge consistent with their abilities. Teachers set enjoyable additional activities to engage children when they have completed their independent tasks. Children are encouraged to complete these challenges before the end of lessons. Teachers set clear expectations and have established routines which support children to be settled and engaged in classes. While this approach is increasing children's ability to work independently, these activities can be too easy and do not challenge children sufficiently.

- Senior leaders recognise that approaches to play-based learning in primary one is not yet fully developed in line with national practice guidelines. Staff would benefit from an increased focus on play pedagogy to support their understanding and implementation of play at the early stages. Teachers do not yet regularly and consistently plan lessons which make good use of digital technology during learning experiences. Staff should develop children's use of digital technology for a range of purposes. Teachers would benefit from learning and sharing practice with colleagues in other schools and settings in both of these areas. This will help them to help them reflect on the national guidance and established good practice.
- In a majority of classes, teachers are using oral and written feedback well to support children in their learning. Teachers should now review how they can increase and be more consistent in their use of formative assessment strategies. This will support children to make the best possible progress. As planned, the headteacher should develop an assessment strategy which supports teachers to expand their use of high-quality summative assessments. In doing so they should provide children with greater opportunities to demonstrate breadth, depth and application of learning. Teachers should engage more fully with the learning, teaching, assessment and moderation cycle. This will help to further improve the quality and reliability of teachers' professional judgements about children's progress in achievement of a level. This will also help teachers set learning at an appropriately challenging level for all children.
- Teachers plan collegiately to ensure consistency in children's learning experiences across the stages. Planning now needs to take account of the different levels of challenge to meet the needs of all children effectively. Children should be given more opportunities to be involved in learning conversations about their progress and next steps in their learning. This will help them focus on how they can improve and will help them understand their own learning process.
- Teachers track progress in learning in literacy and English, and numeracy and mathematics well. This needs to be expanded to include other areas across the curriculum. The headteacher has recently introduced new systems to support the professional dialogue around attainment standards. This is yet to improve reliability of professional judgements across the school. Staff can identify children who are facing additional challenges and the majority of staff provide effective support to help children overcome barriers to learning. The headteacher should support staff in using this information to monitor the effectiveness of planned interventions, to ensure children are making the best possible progress.
- The headteacher has rightly recognised the need to reintroduce a robust calendar of meetings with all teachers to discuss children's progress in all areas of the curriculum.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English, and numeracy and mathematics is satisfactory.
- At early level, most children are achieving expected Curriculum for Excellence (CfE) levels in reading, writing and numeracy and mathematics. Almost all children achieve expected levels in listening and talking. At first level, a majority of children achieve expected CfE levels in reading, writing and numeracy and mathematics. Most children achieve expected levels in listening and talking. At second level, a majority of children achieve expected CfE levels in listening and talking, writing and numeracy and mathematics. Most children achieve expected levels in reading. A minority of children are capable of achieving more in their learning. They would benefit from further challenge in their learning to enable them to make better progress.

Attainment in literacy and English

- Overall, children's attainment and progress in Literacy and English is satisfactory. Across all levels, a minority of children should be supported to make better progress in Literacy and English.

Listening and talking

- Across all levels children are articulate and respectful when listening to others. They work well in small groups and in class. At early and first level, children ask and answer increasingly challenging questions to demonstrate their understanding of texts. At second level, most children respond to a range of questions confidently, showing an understanding of the main ideas of spoken text. They identify the difference between fact and opinion giving appropriate explanation. Across the school, children need more opportunity to present and share their learning to different audiences.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read words. They are becoming more confident in using their knowledge of common words to read word in context. At first level, most children use context clues from familiar pieces of text to read and make predictions about what might happen next. They would benefit from reading more unfamiliar texts to further consolidate their reading skills. At second level, most children read with fluency and expression using appropriate use of pace and tone. They apply a range of skills and strategies, such as skimming and scanning, to read and understand text. Across the school, most children benefit from selecting texts from class libraries. To further embed a reading culture, children should have greater access to a wider range of diverse texts.

Writing

- Most children at early level use a pencil with control and form letters and words, making good attempts to spell familiar words. They use capital letters and full stops to punctuate a sentence correctly. At first level, most children create texts for a variety of purposes. They use verbs and adjectives well to make their writing more interesting. At second level, most children create a range of short and extended texts. They organise their ideas in a logical way and successfully use language to influence the reader. Children at first level need to develop their use of punctuation further when writing independently. At second level, children need to extend their use and range of punctuation and develop their use of subject specific vocabulary to enhance their writing.

Numeracy and mathematics

- Overall, attainment and progress in numeracy and mathematics is satisfactory. Across all levels, a minority of children should be supported to make better progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify and write numbers to 20. They know the number before, after and between. They are confident in using coins to pay for items to 10p. At first level, most children have a secure understanding of place value. They solve addition and subtraction problems using a range of strategies. They are confident in calculating fractions of a whole number. They are not yet confident in applying their addition and subtraction strategies to problems involving money. At second level, most children confidently round numbers to the nearest 100,000. They are secure in their understanding of place value to two decimal places. Most children at second level are skilled in money calculations and understand the advantages and disadvantages of credit and debit cards. They are not yet confident in using their knowledge of fractions, decimals, and percentages to solve problems.

Shape, position and movement

- At early level, most children confidently name familiar two-dimensional shapes. They recognise and sort shapes according to colour and size. At first level, most children identify a range of two-dimensional shapes and three-dimensional objects. They are not yet confident in describing the properties of shapes and objects. At second level, most children are confident in discussing the properties of two-dimensional shapes and three-dimensional objects.

Information handling

- At early level, most children confidently match and sort unfamiliar objects. They use tally marks and create simple pictograms. At first level, children explain how to organise and carry out simple surveys. At second level, children discuss how they display data in a range of ways, including pie charts and Venn diagrams. Overall, children across the school need greater opportunities to develop skills in manipulating data to solve problems.

Attainment over time

- Senior leaders and teachers gather a range of attainment data for literacy and English and numeracy and mathematics over time. They are at the early stages of using data to identify specific attainment gaps, especially those related to poverty and gender. As planned, senior leaders and teachers should ensure rigour in analysing this data for individuals, groups and cohorts, to identify trends in attainment over time.
- The data demonstrates that a majority of children are making progress across literacy and English, and numeracy and mathematics. With increased pace and challenge in their learning, a minority of children are capable of achieving more across their learning.

Overall quality of learner's achievements

- Children enjoy sharing achievements regularly in class, at assembly and through the school's app. A few children participate in leadership groups such as 'Rights Knights' and 'New School Reporters'. Children enjoy lunch time and after school activities such as sports, art and gardening. These achievements are effectively supporting a minority of children to develop their planning, teamwork and presenting skills. Senior leaders should now further develop opportunities for all children to contribute more fully. This will help ensure that all children have a chance to experience wider success in school. Senior leaders are at the early stages of tracking children's participation. Staff should now help children to better identify the skills they are developing through these achievements.

Equity for all learners

- Senior leaders have introduced a number of interventions using Pupil Equity Funding (PEF). As planned, they need to monitor and gather robust evidence about the impact of interventions on children's attainments. They should also begin to analyse the progress they are making in closing attainment gap in line with the Scottish Attainment Challenge.
- Most staff have a good understanding of the socio-economic background of all children. They are proactive in ensuring that children should not be disadvantaged by the cost of the school day.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- Senior leaders have identified the need to improve children's health and wellbeing through engaging all children better in school. Senior leaders should continue to encourage all children to participate in the life of the school. Overall, children's attendance has improved this session. Staff should continue to work with children and their families to find ways to engage and include all children in school. The new headteacher is committed to working with partners such as educational psychologists and those employed through Pupil Equity Funding to help support children. She is committed to taking a more collaborative, nurturing approach, in partnership with families, to engage all children well in school.

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.