

# Summarised inspection findings

**Holy Cross Primary School**

Glasgow City Council

26 March 2024

## Key contextual information

Holy Cross Primary School is a denominational school situated in the south side of Glasgow. At the time of inspection, the school roll is 538 pupils, organised across 20 classes. The headteacher has been in post for almost eight years. She is supported by two deputy headteachers (DHT), an acting DHT, five principal teachers (PT) and an acting PT. One of the PTs is funded through the use of the Pupil Equity Fund (PEF). Eighty-two percent of the school community live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 and 43% of P6-P7 pupils are registered for free school meals. 62% of children on the school roll are recorded as having an additional support need and 94% of pupils have English as an additional language (EAL). There are 43 different languages spoken across the school by children. A significant number of children join, and leave, the school population each year. Attendance is generally below the national average. Many parents take children back to their country of origin for extended periods of time which impacts on children's regular attendance at school.

### 1.3 Leadership of change

very 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

- All staff at Holy Cross Primary School provide a warm, welcoming and inclusive school. There is a very positive and collegiate culture of teamwork. All staff demonstrate a strong commitment to ensuring that children are happy, valued and safe at school. The whole school community put children's emotional and social wellbeing at the heart of all they do. Staff build supportive and caring relationships with each other, and with children. This ensures children learn and thrive in a nurturing and calm environment. The headteacher and staff team have embedded the school values. The values, created and reviewed by all stakeholders, are relevant to, and shared by, all those connected with the school. Children, parents, partners and staff explore the school and Gospel values frequently and meaningfully during assemblies and discussions. The high-quality and consistent approach to developing positive relationships translates the vision, values and aims into reality. Children and adults demonstrate very well the school motto of 'Curamus – We Care' in their daily interactions with each other.
- The highly effective headteacher is passionate about supporting the school community and is very well regarded by staff, children, parents and partners. She is supported ably by the senior leadership team. Together, their enthusiasm and determination motivate and empower staff and the wider community to improve outcomes for all children. Senior leaders and staff have a clear focus on keeping children at the centre of all work and decision-making processes. They take a carefully considered approach to improving the work and life of the school. They ensure initiatives and practices are research informed. The headteacher successfully ensures an appropriate pace of change. For example, senior leaders provide professional learning, such as nurturing approaches, to ensure capacity is built across the staff. This approach is having a positive and sustainable benefit on the lives of children and families. The current school improvement plan has a clear focus on improving children's wellbeing and inclusion. The headteacher uses the Govanhill Community Profile to effectively influence school priorities.

Senior leaders should continue to develop their use of all data to measure the impact improvements are having on raising attainment.

- The headteacher has established a strong staff team. The team works well together and is committed to continuous improvement. Senior leaders have developed and implemented effective systems and approaches to quality assurance and self-evaluation. Senior leaders and teachers identify priorities for improvement through effective, evidence-based self-evaluation. They identified a need to continue to improve the consistency and quality of learning and teaching. Staff have successfully implemented new learning and teaching approaches. This includes structuring a lesson into clear parts. Teachers use this effective structure for lessons across the curriculum. This whole school approach is ensuring consistency and is leading to positive pupil engagement in the learning process. As planned, staff should continue to focus on improving approaches to assessment and moderation. This will continue to improve the accuracy of teacher professional judgements. The current school improvement plan reflects this and has an appropriate focus on developing approaches to assessment and moderation in writing.
- Children at all stages contribute to school improvement through leadership groups such as the pupil council, digital leaders and young interpreters. They talk enthusiastically about the important life skills they develop as a result of these groups. Parents and partners are involved regularly in contributing to school improvement. Senior leaders use their views very well to secure further improvement. For example, parents and partners help shape the delivery of the successful family learning programme.
- Teachers and support staff undertake training, enquiry projects and additional qualifications to enhance their own skills. Staff speak positively about the quality and relevance of professional learning opportunities. These opportunities link clearly to improvement priorities and empower all staff to take on additional leadership responsibilities. Senior leaders work highly effectively with the EAL team to identify and develop priorities to support children whose home language is not English. Together, they lead professional learning in this area across the school. Staff address the significant challenge of meeting the needs of high numbers of children with EAL effectively. They work collaboratively to review children's language acquisition skills and implement appropriate supports and interventions. This ensures all children progress with their learning. This work underpins the highly effective approaches to developing and promoting cultural diversity and inclusion across the school. Senior leaders and staff share their exemplary approaches to supporting children who have an additional language with colleagues from other schools.
- All staff have a very strong understanding of the socio-economic context of the school and the different challenges faced by children and families. Senior leaders and staff work very well with parents, partners and the wider community. Together, they find creative and sensitive ways to address any barriers faced by children and families. Senior leaders are highly proactive in seeking advice and support from a wide range of partners. This includes Queen's Park Football Club, Active Schools, Big Noise, health professionals, associated secondary and primary schools and Clyde College. These partnerships have a positive impact on providing supportive learning experiences for children.
- Senior leaders ensure that staff, parents and children are actively involved in determining the focus of PEF within their school. They use PEF very well to enhance staffing and to purchase resources to support the social and emotional wellbeing for all children. This support helps children experiencing anxiety or social and emotional distress. Senior leaders use PEF well to provide targeted interventions in literacy, numeracy and outdoor learning. The highly respected family learning and support worker and the mental health counsellor provide very effective tailored support for individual children and families. Their support is having a significant positive

impact on the life chances of families. Senior leaders track such targeted interventions and evaluate the impact for individual children. They should now use the data available to them to measure how well they are closing the poverty-related attainment gap across the school.

## 2.3 Learning, teaching and assessment

very good

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

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children benefit from a very positive and supportive learning environment. All staff know the children and families very well. They work highly effectively together as a team to promote a caring, nurturing and inclusive ethos. This consistent approach has a positive impact on children's readiness for learning. In all interactions, staff and children promote the school and Gospel values very well. Relationships across the wider school community are strong and reflect the school's Catholic ethos, as a result. Children are polite, respectful and supportive of each other. Staff proactively encourage children to participate in the wider life of the school and community. Children welcome the wide range of opportunities they have to take responsibility and contribute to the life of the school. They are very proud of their school.
- Almost all children engage very well with their learning. They enjoy and are motivated by opportunities to work as part of a group or in pairs. Children particularly enjoy active learning experiences. These opportunities support children to take increased responsibility for leading their own learning.
- All staff apply professional learning very well to create a language and communication friendly environment across the school. Staff, children and parents evaluated the learning environment and discussed ways to improve the learning spaces to meet the needs of all children. Staff use displays highly effectively within the classrooms to support learning. Teachers have developed learning environments which are well organised, inclusive and calm. Children participate and are supported very well in lessons, as a result.
- Almost all staff use very clear explanations and instructions. They use consistent language and visuals effectively to help children for whom English is a new or additional language understand what they will be learning. Most teachers use effective questioning to promote engagement and encourage curiosity. In a few classes, staff make effective use of higher order thinking skills to help children justify their thoughts and make connections. Almost all teachers share with children the purpose of learning and how they can be successful. In a few classes, children and teachers work together to co-create what this success will look like. Children increasingly set their own learning targets. This helps them to identify progress and next steps in learning. As planned, senior leaders should continue to support staff to have a more consistent approach to target setting. This will develop further children's confidence in creating learning targets.
- Most teachers plan tasks and activities well for whole classes, groups and individuals to ensure that learning matches the needs of all children. All staff are very aware of the wide range of potential barriers to children's learning and provide a high level of pastoral care. Support for learning workers contribute very effectively to class and groups to assist children who require additional support. All staff work very well together to meet children's learning needs. They provide targeted interventions for individuals and groups of children. This targeted support

helps children experience success in literacy, numeracy and health and wellbeing. Teachers should continue to develop their approaches to ensure that all lessons are well paced and provide appropriate levels of challenge for all children.

- Across the school, staff make highly effective use of technology to support and enhance children's learning. The pupil 'digital leaders' group are effective lead learners in the use of digital technologies. They use their skills and knowledge to support the use of digital technologies across the school. All children use tablets confidently to support their learning. They take photographs, make videos and play games to reinforce their learning. They use digital technologies across learning, to undertake research and to develop presentation skills. Staff make very effective use of digital technology to help children who require additional support for their learning. This includes children who are new to English language or for whom English is a second language.
- All teachers are involved in professional learning to improve learning and teaching. These projects are very well aligned with the needs of children, school improvement priorities and teachers' professional learning and development. Teachers use a wide range of approaches to support children's learning, as a result. For example, a recent focus on feedback is leading to improvements in children's writing. Teacher comments clearly show the next steps children need to take to improve their writing including the increased focus on grammar. As a result, children articulate well what they need to do to improve their writing. Teachers have embedded Glasgow City Council's literacy and numeracy pedagogies across the school. Children demonstrate greater enthusiasm and increasing confidence when discussing mathematical concepts and strategies, as a result. In a few classes, teachers should plan open-ended learning opportunities to foster creativity and challenge learners further.
- Senior leaders and staff are at the early stages of implementing approaches to play-based learning. They should continue to make use of national practice guidance. This will support them further to make links between practice, theory and policy guidance. This will ensure that key literacy and numeracy skills are being developed through the approach they take. Staff would benefit from developing their current practice around the role of the adult in play and continue to evaluate their practice. They should consider the balance between planned direct teaching of groups and meaningful free play opportunities that focus on the development of key skills.
- Teachers use local authority progression pathways well to plan children's learning over a range of timescales. They collaborate effectively in stage teams. This is leading to a more consistent approach to planning high-quality experiences for all children. Children have increasing opportunities to shape what and how they learn using 'what I know' and 'what I want to know' frameworks. Staff should continue with plans to involve children further in opportunities to shape what and how they learn, based on their interests.
- Senior leaders have recently refreshed the assessment framework. This framework is helping staff to build an approach that is ongoing and integral to planned learning to inform their teaching. The assessment framework outlines clearly when key assessments will take place across the school year. Most teachers use a range of summative and standardised assessments for literacy and numeracy well to provide baseline data and demonstrate children's progress. Teachers increasingly use high-quality assessments to support children to demonstrate application of skills across the curriculum. As planned, teachers should continue to enhance their approaches to assessment across all curricular areas. This will continue to improve teachers' confidence in the use of data to inform planning.
- In all classes, teachers use a range of formative assessment strategies to provide children with helpful feedback. This supports children to better understand their next steps in learning. Most

children across the school engage regularly in peer and self-assessment. Teachers should continue to monitor this to ensure feedback is purposeful and supports next steps in learning.

- All staff engage well in moderation activities within school with colleagues and more widely across the cluster. They plan, deliver and assess lessons collaboratively across levels. They use the outcomes to moderate standards within the school and cluster. As planned, staff should develop approaches to moderation across a widening range of curricular areas. This will ensure increased accuracy in teachers' professional judgements.
- Senior leaders and staff work collaboratively to track children's progress and achievement in literacy, numeracy and health and wellbeing. Senior leaders meet with staff twice in the year to discuss children's progress and attainment. They take account of a range of barriers to learning that impact on children. Using a detailed 'Fact, Story, Action' approach, they effectively identify children who have gaps in their learning and agree plans for support. This includes analysing data for those facing additional challenges. For example, children who are new to English language or for whom English is a second language and those living with financial hardship. These planned interventions and strategies are impacting positively on children's learning.



## 2.2 Curriculum: Learning pathways

- Across the school, children receive a broad and balanced curriculum which enables them access to their entitlements within Curriculum for Excellence (CfE). Teachers use progressive local authority pathways in all curricular areas to plan learning. This ensures children progressively build on their knowledge and skills. The curriculum provides flexible learning pathways, and the school has created a robust plan to support learners who require additional support with their learning. Children enjoy choosing contexts for their interdisciplinary learning projects and talk positively about them. Teachers should continue to plan meaningful opportunities for and with children to motivate and challenge them as they develop knowledge, understanding and skills.
- Teachers plan a wide range of appropriate experiences to enhance and extend children's skills across the curriculum. They work well with partners to provide opportunities to develop learners' skills for life, learning and work. For example, through enterprise projects, intergenerational work in the community, Science, Technology, Engineering and Mathematics opportunities with links through health and wellbeing and the Royal Navy. All children took part in a highly successful Developing the Young Workforce week involving local businesses. This motivated children to think about future careers and aspirations.
- Outdoor learning is a regular feature across the school curriculum. Teachers plan a wide range of progressive outdoor learning experiences to build on children's knowledge and skills. Outdoor learning experiences are appropriately linked to current learning and include excursions and residential opportunities. These opportunities support children to re-engage in their learning. Children are supported very well to develop teamwork skills and resilience.
- Children receive their entitlement to two hours of high-quality physical education each week. The school makes effective use of partners to enhance this offer.
- There is a very strong commitment to developing languages across the school. Children learn French from P1 to P7 in line with the Scottish Government's 1+2 language policy. Children in P5 to P7 are beginning to learn Mandarin. Children in the upper stages are also learning Gaelic. They can count to 10 in Gaelic and use short words and phrases very well. Staff use learning pathways to build children's language skills progressively. All children show a positive attitude towards language learning and use their developing skills confidently, practising pronunciation when greeting visitors. All staff promote a love of languages and support learners to see the value of language learning.



## 2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff have developed highly effective partnerships with parents. They develop positive relationships with families, based on mutual respect and trust. The quality of relationships results in children being happy and enthusiastic about school. Staff are fully committed to supporting all children and families. Parents appreciate that their children are known very well as individuals, and that this contributes to the welcoming, nurturing ethos. Almost all parents report that they feel their child is safe. They recognise that the school offers a supportive learning environment for children.
- Staff use strategies, such as school and class newsletters, translated emails and texts and digital platforms to keep parents informed of the work of the school. They consult parents regularly and invite them to provide feedback through surveys. Senior leaders use their views very well to secure further improvement. Parents appreciate the proactive solutions to address language barriers.
- Senior leaders work strategically with a wide range of partners within the community to ensure parents and families access appropriate help and advice. They provide high-quality family learning opportunities to enhance the learning experiences of children. Parental participation in targeted and universal workshops is high, with parents influencing the programmes on offer. Staff and partners offer well-considered parental learning opportunities to enhance parents' skills, including English for speakers of other languages (ESOL), and accredited courses. These opportunities are having a significant impact on families with a few parents enrolling in further education, as a result.
- The Parent Council is an active and supportive body. School leaders consult with the Parent Council on improvement priorities and other important decisions, such as the use of the school's allocation of PEF.

## 2.1 Safeguarding

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

### 3.1 Ensuring wellbeing, equality and inclusion

very 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

- All staff develop high-quality approaches to support wellbeing through carefully planned professional learning. Almost all staff are trained in nurture and respectful approaches. A few staff have been involved in professional learning to support children impacted by trauma. All children are supported very well by the consistent nurturing approach across the school. Senior leaders and staff have worked together to create sensory rooms, safe spaces, a breakfast basket and nurture boxes. This is contributing to almost all children saying they feel safe and looked after. As planned, senior leaders should develop further formal training on restorative practice. This will continue to support staff to use a common language and approach when resolving any conflict which may occur.
- There is a strong sense of community across the school. Staff know their children very well as learners. Children feel included and valued by their school community, as a result. Children in the upper stages talk confidently and knowledgeably about the different supports available to them. This includes counselling and worry boxes. Almost all children say they have at least one key adult they would go to for wellbeing support. Children understand what it means to be nurtured. They know how to nurture others, for example, through ensuring everyone benefits from caring and respectful relationships.
- Senior leaders and staff work very effectively with partners who deliver high-quality support and promote wellbeing. For example, the counselling service provides highly effective professional learning for staff, drop-ins and one-to-one counselling for children. As a result, staff are confident in how to support children in their class. The children who access this service are monitored closely and all children show improvements in areas such as friendships, emotions or self-regulation. Senior leaders should now consider developing children as leaders in wellbeing. This would provide peer support for children in the playground, around the school and in classes. Partners value and appreciate the close working relationships with the school. They would welcome opportunities to work together more closely with each other. This network would support improved communication between services and further support the learning and wellbeing needs of children.
- Children benefit from a progressive health and wellbeing curriculum, which includes effective inputs from external partners. Most children feel that staff teach them to have a healthy lifestyle. Children talk confidently about the importance of physical exercise and healthy eating. Senior leaders track the participation of children in clubs and activities. This is supporting an awareness of children who may be missing out and is increasing the participation of physical activity in the school.
- Almost all children have a sound understanding of their wellbeing and how the wellbeing indicators relate to their own lives. They discuss confidently strategies to support their own wellbeing and that of others. Senior leaders formally track and monitor against the wellbeing

indicators once a year, from P2 onwards. Staff use daily emotional check-ins effectively to monitor the ongoing wellbeing of all children. This sensitive approach is managed carefully, and the information gathered is used well to support children where required. Children benefit from regular learning about the wellbeing indicators in lessons and assemblies. As a result, all children know they are cared for and are supported to be ready to learn.

- Senior leaders and staff are fully aware of their statutory duties. All staff have a deep professional understanding of their roles and responsibilities in relation to 'getting it right for every child'. Teachers and support staff work very well together to ensure that children's needs are being met in the classroom.
- Senior leaders have highly effective staged intervention processes in place to support children who require additional support. They use data very well to identify where support may be required. Tracking information, staff drop-in sessions and pupil voice provide information to senior leaders on the wellbeing of children. Senior leaders and teachers review children's targets and progress with families. As a result, almost all children who require additional support are recognised, supported and progressing well. Children with dyslexia are supported very well. They benefit from an after-school support group where they share strategies, tools and talk about their learning. This peer support group gives the children a common identity and has developed the confidence of all children who attend.
- Children who experience barriers to their learning, such as poor self-esteem or anxiety, are supported through planned sessions in the Rainbow Room. A collaborative approach to planning between the class teacher and the nurture staff ensures a shared understanding of targets and approaches to be used. Staff in the Rainbow Room provide well-planned sessions which focus on understanding emotions as well as the development of literacy and numeracy. All children who attend the Rainbow Room progress very well. They demonstrate improvements in managing emotions, listening, and talking and engagement in class learning.
- Children who require additional nurture are supported through a range of pathways. This includes outdoor learning, art therapy and group therapies. These interventions are tailored to individual needs and the impact of these are measured. Children increase their social skills, independence and confidence, as a result. The headteacher works proactively with parents to improve children's timekeeping and attendance. As a result, attendance, confidence, and social skills are improving for targeted children.
- Staff have a shared understanding of children's rights and use the language of this in learning and assemblies. Children are developing their confidence in discussing children's rights and what this means for them. Staff are at an early stage of implementing an anti-bullying programme. They have created a clear plan and have made good progress. Pupil voice is a key driver in this programme and groups of children have been established to be involved in this work. Senior leaders should now review their anti-bullying policy to reflect the language from national guidance.
- Staff and children celebrate and value very well the cultural diversity of the school community. Children regularly share information about their culture during class lessons, assemblies and whole school events. Through this ongoing learning, children and parents have a strong awareness and respect for different cultures. Children talk confidently about diversity and all children feel welcome and included in their community, as a result. The school has an attractive school library which offers a range of multi-cultural reading materials. Children benefit from a wide range of texts on different religions, cultures, and wider protected characteristics. They have a key role in selecting texts which promote diversity. The reading materials make learning relevant, inclusive, and enjoyable for the children.

- Children are supported very well in class from the EAL team. The EAL team provide high-quality universal support in class to all children. They provide targeted support in small group settings and deliver effective professional learning for all staff. Children who are new to English or who receive targeted support are monitored and tracked very closely. This rigour ensures children are receiving the correct support at the appropriate level.
- A few children are young interpreters, where they translate for parents and other children when they join the school. The young interpreters have pride in the important role they have and understand how they are effectively contributing to their community.
- Senior leaders rightly identified the importance of family learning and engagement to support children at home. Parent workshops, tea and talk sessions and family engagement programmes are regular features in the school. This is improving parental engagement and is increasing parent confidence to support their children at home. The family learning and support worker is supporting families very effectively. This bespoke, high-quality support is breaking down barriers with families and is providing families with an advocacy. All families value and appreciate the support they receive.

## 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

- Overall, children's attainment in literacy and numeracy is good. The majority of children achieve appropriate CfE levels in literacy and numeracy. A few children exceed expected CfE levels. A few children could achieve more. However, this does not sufficiently tell the full story of each individual child's progress. Whole school attainment data is impacted by the constantly changing school roll and the number of children requiring additional support, including those new to English. Overall, children make strong progress from their prior levels of attainment.
- School data from 2022-23 demonstrates that children's attainment is rising in literacy as children progress from P1 to P7.
- Most children who receive additional support for their learning make good progress against their individual targets for learning. A minority are achieving nationally expected CfE levels.

### Attainment in literacy and English

- In literacy, most children make good progress from prior levels of attainment. A few are making very good progress.

### Listening and talking

- Almost all children at early level participate actively in songs and rhymes. They are developing confidence in sharing their thoughts and ideas. The majority of children at first level communicate clearly and audibly to share their opinions. They need to develop their skills in listening to others' contributions and in taking turns. Most children at second level respond to a range of questions. They should continue to develop their confidence in building on the contributions of others, for example, clarifying points and supporting the ideas of others.

### Reading

- Most children at early level are developing their skills in using context clues to support understanding of texts. The majority of children at first level read aloud a text with fluency and are developing their use of expression. Further opportunities to select texts for enjoyment would help them to shape their preferences for particular genres and authors. The majority of children at second level successfully skim and scan texts to locate key information. They should continue to develop their knowledge and understanding of techniques used in texts to influence the reader.

### Writing

- The majority of children at early level form lower case letters and some upper-case letters legibly. They are developing their skills in writing a sentence with a capital letter and a full stop. The majority of children at first level write with increasing independence, punctuating most sentences accurately. They should continue to add greater detail in extended writing. The

majority of children at second level make appropriate choices about layout and presentation of different genre. Children across the school benefit from repeated experiences in writing specific genre. This provides good opportunities for them to act on feedback and apply it in similar learning contexts.

### **Numeracy and mathematics**

- In numeracy, most children make good progress from prior levels of attainment. A few are making very good progress.

### **Number, money and measure**

- Almost all children working towards early level count in sequence within the range 0-10 and a majority extend this to within 30. They should continue to develop their skills in mental calculations. At first level most children round whole numbers to the nearest 10 and 100. Children would benefit from further practice in applying multiplication and division strategies to real life contexts. At second level a majority of children explain the link between a digit, its place and its value for whole numbers to one million. Across the school children would benefit from strengthening problem-solving skills.

### **Shape, position and movement**

- At early level most children name common two-dimensional shapes. At first level most children name and identify a range of three-dimensional objects. They are not yet confident using mathematical language to describe the properties of shapes and objects. At second level the majority of children can confidently describe, identify and measure a range of angles. They should develop their knowledge of complementary and supplementary angles and use this to calculate missing angles.

### **Information handling**

- Across the school, almost all children sort and display data in a range of ways across the curriculum. Most children at early level use their knowledge of colour, size and shape well to match and sort. At first level the majority of children confidently apply number skills to tally marks and construct and read bar graphs. At second level the majority of children demonstrate their ability to construct and analyse data contained within bar graphs, tables and Venn diagrams. They should now further develop their information handling skills through using digital technology.

### **Attainment over time**

- The constantly changing school roll makes it challenging to track whole school trends in attainment over time. Senior leaders and teachers use a robust tracking system effectively to monitor the progress of individuals, groups and cohorts of children in literacy and numeracy. They have a clear focus on raising attainment in literacy and numeracy for all children. Children receive prompt additional support, if required. This includes through the school's newly developed flexible learning pathways. This approach is helping to identify barriers to children's learning early and ensure referrals are made to relevant support agencies quickly. This is supporting most children make good progress in their planned learning.
- Staff have employed a variety of interventions to raise attainment in literacy and numeracy. In literacy, staff have worked effectively with Glasgow City's EAL team to improve language acquisition of targeted cohorts. This partnership has had a positive impact on children's language acquisition across the school. Teachers have worked well to close identified vocabulary gaps in children's learning. School tracking data illustrates that very good progress has been made in increasing children's levels of vocabulary. The majority of children in the small, numeracy targeted intervention group made good progress. These interventions demonstrate improvement as children progress from previous levels of understanding. They are not yet impacting positively on overall attainment within CfE levels.



## **Overall quality of learners' achievements**

- Children's progress and achievements are celebrated across the school through praise and rewards including at assemblies where headteacher awards and certificates are presented. Achievements in the classroom are celebrated through Curamus stamps. This is helping to build children's confidence and develop an appreciation of being a responsible citizen, successful learner and effective contributor.
- All children regularly benefit from contributing to the work and life of the school, parish and wider community. This includes through pupil voice groups, being Curamus champions and captains and through the wide range of leadership groups. All children across P4 – 7 have achieved the John Muir Award appropriate to their age and stage. Participation in these groups is developing children's communication, teamwork and collaboration skills. Children are also developing their understanding of their role as global citizens.
- Class teachers track children's participation in wider achievement. This helps ensure that no children are at risk of missing out. Children successfully articulate the skills they are developing through engaging in the wide range of activities provided. This is helping children better understand their own learning and next steps in development. These rich experiences develop children's confidence and self-worth. Staff should, as planned, link the tracking of children's wider achievements to their skills development.

## **Equity for all learners**

- Senior leaders and staff understand appropriately the socio-economic background of children and the challenges affecting the school community. They ensure financial constraints do not prevent any children from engaging in opportunities for learning and achievement. Staff and partners provide free clubs, clothing, and equipment, and ensure all children have access to digital technologies to support their learning.
- Senior leaders use PEF to invest in a family learning and support worker and a mental health counsellor. These partners provide helpful support to families and enhance children's access to school. Investment in outdoor play opportunities is supporting children to re-engage in their learning and develop knowledge and skills through outdoor learning and play. Additional teaching staff and support for learning worker time is providing enhanced universal and targeted support for children. Staff should now monitor the impact of interventions on outcomes for children. This will help ensure they can demonstrate they are accelerating progress towards closing the poverty related attainment gap.

## Practice worth sharing more widely

- The positive and caring ethos, promotes and celebrates diversity and inclusion. This is underpinned by highly effective work between staff and with partners. There is a very strong promotion of respect for diversity and multiculturalism.
- The senior leaders' approach to developing the understanding of wellbeing by children, staff, parents and partners is highly effective. All staff develop high-quality approaches to support wellbeing through carefully planned professional learning. The consistent whole school approach to nurture is having a very positive impact on improving the emotional wellbeing of all children. High-quality professional learning has been central to this approach.
- Children are supported very well in class from the EAL team. The EAL team provide very good universal support in class to all children, targeted support in small group settings and provide professional learning for all staff. Children who are new to English or who receive targeted support are monitored and tracked very closely. This rigour ensures children are receiving the correct support at the appropriate level.
- Senior leaders work strategically with a wide range of partners within the community to provide high-quality family learning opportunities. This enhances the learning experiences of children and families. Parental participation in targeted and universal workshops is high with parents influencing the programmes on offer, demonstrating themselves as lead learners. Staff and partners offer well-considered parental learning opportunities to enhance parents' skills, including English for speakers of other languages (ESOL), and accredited courses. These opportunities are having a significant impact on families with a few parents enrolling in further education, as a result.

## 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.