Summarised inspection findings

Keir Hardie Memorial Primary School and Nursery Class

North Lanarkshire Council

18 August 2020

Key contextual information

Keir Hardie Memorial Primary School serves the village of Newarthill, near the town of Motherwell. At the time of inspection the school roll was 203, plus 30 children in morning and 20 children in the afternoon across the nursery. The school roll is beginning to increase due to new housing. The headteacher has been in post just over two years.

1.3 Leadership of change	satisfactory
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

■ The leadership team has refreshed the school's vision, values and aims in consultation with children, staff and parents. This results in the school community having a shared understanding of what the school is trying to achieve. Staff and the leadership team are working well together as a team to improve relationships across the school. As a result, children are settled and ready to learn.

■ The leadership team has identified areas for improvement. They incorporate these into the improvement plan where timescales and responsibilities are outlined for staff. The leadership team should work with staff to underpin change through robust self-evaluation using How Good is Our School? 4th edition (HGIOS4). Overall, staff are beginning to make improvements to the teaching of literacy and numeracy. In addition, they are improving the quality of teaching and differentiating learning in classes. The leadership team have begun to make improvements to the tracking and monitoring of children's progress. However, the pace of change is too slow and improvements made have not yet had an impact on children's attainment. Staff require time to embed changes across the school or revisit them to ensure further depth of understanding. As a result, a significant number of children are not meeting national expectations and this needs addressed as a matter of urgency.

■ The headteacher has prioritised much of the Pupil Equity Fund to provide additional staff to support play pedagogy in P1 and to support targeted interventions for identified children. Staff measure the impact of interventions over time. They should identify more robustly gaps in children's learning to ensure staff target interventions more effectively. Staff should be clear as to how these results are contributing to children making better progress through the Curriculum for Excellence (CfE) levels. Overall, there is a need for a clearer focus on raising attainment and closing the identified gaps in attainment.

■ The leadership team provide staff with progression pathways in literacy and numeracy to help them build on children's prior learning effectively in class. They should ensure that these are used effectively by all staff. The leadership team should ensure all staff use progression pathways across all curricular areas to enable children build on previous learning as they move through the school. In addition, the leadership team should ensure staff develop an understanding of the national benchmarks to help improve the accuracy of their professional judgement on children's attainment.

- The headteacher has been successful in creating a staff team who are enthusiastic and hardworking. They work well together to support improvements. They undertake willingly professional learning to help them meet children's needs more effectively. For example, they have all undertaken recently nurture training and authority-led training on social and emotional wellbeing and on effective assessment. Staff are successful in improving relationships and behaviour across the school. The leadership team should ensure staff have time and appropriate support to develop a full understanding of all changes required. In doing this, they need to support staff to establish consistent high expectations for children's learning across the school.

- All staff have a good understanding of the socio-economic context of the school. They use this information to reduce the cost for children coming to school. For example, they work with the parents association to provide funding for outings and PE kits for all children. They ensure no children miss out due to their socio-economic circumstances. Staff have established a nurture room and a relax room to meet children's social and emotional needs. They need to ensure they identify clearly children's need for these out-of-class experiences, set targets for improvement and assess their progress on a more formal basis.

- The leadership team have a quality assurance programme to monitor the quality of learning and teaching and measure impact of improvements. They provide feedback to staff on the quality of learning and teaching and on the planning of learning. They meet with staff regularly to monitor children's progress and identify interventions to help raise attainment. The leadership team should ensure high aspirations underpin all quality assurance activities. They should build on the input from the local authority professional learning on assessment and develop with staff a shared understanding of ongoing assessment. At present, staff rely too heavily on summative assessments to support their professional judgement.

- Staff take on willingly a range of leadership opportunities to help improve the school. For example, staff support the pupil voice groups and take a lead role in a few areas of development, such as play pedagogy. Children have opportunities to develop leadership skills through their involvement in leading pupil voice groups, such as the junior road safety group and as digital leaders. Staff should develop children's leadership skills of children further.

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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

- Senior leaders and all staff work hard to create a safe, calm and caring learning environment, which creates a positive school ethos in Keir Hardie Memorial Primary School. All members of the school community contribute to the strong relationships that exist. These are underpinned by the values of respect, inclusion, honesty and integrity. At all stages, children demonstrate these values with consideration and confidence.

- Throughout the school, children are respectful, considerate and polite to each other and to visitors in the school. They are attentive during lessons and work well with their peers. However, learning is overly teacher-directed, resulting in missed opportunities for children to lead learning. Almost all children show a positive attitude to learning and enjoy lessons when they are challenging and active. Most children at early level are beginning to engage well in play-based learning. Teachers should take account of the levels of participation during teaching and learning to increase pace and challenge. Children are motivated to lead their own learning as demonstrated through their pupil voice groups and wider achievement groups, rights respecting schools group and the reading café. Teachers should plan for all children to lead learning across the school.

- The overall quality of learning and teaching is satisfactory. The leadership team should support staff in developing a shared understanding of high quality learning and teaching, to ensure a consistent approach across the school. In the majority of lessons, teachers share the purpose of lessons. There is a need to engage children in setting targets to help them understand themselves as learners.

- Overall, staff establish clear routines and expectations supported by well-managed, calm transitions to help children to settle independently into their learning. The early years practitioner supports the newly initiated soft start programme, which provides valuable learning opportunities for P1 children. Soft start across the school does not provide children with experiences to improve their learning and attainment. Staff should review the soft start across the school to ensure all tasks given during teaching time contribute to raising children's attainment.

- In most classes, staff ensure learning environments are well-organised and recognise and celebrate children's success. Pupil digital leaders have begun work to develop the use of digital technology with small groups of children. Staff need to develop the use of a far wider range of digital technology to support children's learning across the curriculum.

- Staff have improved how they differentiate learning in classes to meet children's needs more effectively. They should ensure that they provide differentiated teaching in most classes to improve attainment of all children. Teachers engage in moderation activities with stage partners during cluster events to analyse writing. The numeracy lead within the school is

involved in a cluster group moderating numeracy at early, first and second level. There is a need to provide further opportunities for staff to develop a shared understanding of standard expected to support staff make more accurate judgments on children's progress.

■ Teachers plan learning using the experiences and outcomes from Curriculum for Excellence. In a few cases, staff use progression pathways for literacy and numeracy. The leadership team should provide staff with guidance on how to plan learning that is coherent and provides progression in children's learning across all areas of the curriculum. A few staff make use of the National Benchmarks to track children's progress in learning. However, this is inconsistent across the school. Staff need to plan more effectively for children with barriers to learning. In doing this, they need to ensure that they can measure more effectively children's progress in achieving their targets.

■ Staff use summative assessments to assess children's progress and identify next steps in learning. They make good use of standardised assessments to identify gaps in numeracy. This is beginning to have a positive impact on attainment for a few children. However, staff should create effective assessment tasks aligned more to the planned learning for children in literacy and numeracy. In doing this, teachers' assessments need to better inform ongoing learning and learning.

2.2 Curriculum: Learning pathways

■ The curriculum rationale underpins the school's values and places wellbeing approaches at the heart of the school. There is a need for the curriculum rationale to reflect higher aspirations for children in order to support improving attainment.

■ A few staff use progression pathways for literacy, numeracy and health and wellbeing. These support children to build on their previous learning as they move through the school. However, these are not used consistently in all classes. As a matter of priority, staff should use progression pathways for all curriculum areas to provide better continuity and progression in children's learning.

■ The school is at the early stages of developing digital technology to support learning and teaching. Teachers plan a few activities related to science technologies, engineering and mathematics (STEM), and developing the young work force (DYW). These areas need to be developed more fully to ensure children receive progression in learning across these aspects of their learning.

■ Staff should review approaches to interdisciplinary learning (IDL) to ensure children receive a broad and balanced range of experiences over time. There is a need for staff to ensure that IDL provides learning that is relevant, makes use of local contexts and reflects children's interests.

■ The school has a flexible transition programme to support children moving on from primary to secondary school. Enhanced transitions are in place for children who may require additional time to make this change. Transition programmes focus on developing children's strengths and aspirations. For a few children, this leads to a formal qualification.

2.7 Partnerships: Impact on learners – parental engagement

■ The supportive parent council is active in the school and enjoy their role in supporting improvements. They were recently involved in reviewing the promoting positive behaviours and relationships policy. Parents carry out a range of fundraising events across the year. This supports the school to purchase resources and experiences to enhance learning. Last session, they fundraised to provide physical education kits for all children.

■ Staff create opportunities for parents to be involved in their children's learning and in the life of the school. A few parents would appreciate more information on their children's progress. The school updates parents on the work of the school on a regular basis using social media, spotlight jotters, newsletters and parents' nights. As a result, parents feel that the communication with the school is improving. Most parents report that staff seek and act on their views.

■ The school works effectively with a range of partners across education, culture, leisure and business. All partners spoke positively about the welcoming school ethos. Almost all partners feel that they are welcomed into and that their contribution to school life is valued. Partners meet with senior leaders to discuss and create programmes. To maximise the effectiveness of the partnership, staff need to work with partners to evaluate and review the impact of this work.

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	satisfactory
This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are: ■ wellbeing ■ fulfilment of statutory duties ■ inclusion and equality	

■ There is a supportive ethos across the school. All staff engage with professional learning to support them to understand nurturing principles. They are beginning to use these in their interactions with children. As a result, most children are calm and settled in school. Most children are confident that staff listen to their views. Almost all parents say that staff treat their child fairly and with respect. Most parents say the school supports their children's emotional wellbeing. Overall, relationships across the school are positive and supportive.

■ Staff are beginning to identify potential barriers to learning and help to reduce them by providing targeted support. For example, staff provide a programme to help children manage feelings associated with bereavement. All teachers support children to recognise their emotions and identify how they are feeling. As a result, most children can name a range of emotions and identify feelings. They are beginning to articulate and use strategies to support them to deal with a variety of emotions. Senior leaders need to ensure there is a clear rationale for children accessing targeted support. They need to assess children's wellbeing in order to ensure targets are well-planned to meet the needs of all individuals. This should support senior leaders and staff to track children's progress in wellbeing and plan more effectively next steps in their learning.

■ Recently, staff consulted parents and developed a new behaviour and relationships policy. All children and a few parents participate in anti-bullying workshops. A few parents and children feel that the school could do more to encourage children to respect each other. Staff should reflect on how the school's approach to promoting positive behaviour and relationships aligns with national guidance and practice within the school. All classes have class charters which are linked to the school's values and a few of the United Nations Conventions on the Rights of the Child (UNCRC) articles. The school has achieved UNCRC bronze award. Staff should continue work on the rights of the child to support children to understand and articulate their rights. Children talk with confidence about how to stay safe online. Almost all children behave well in class. Most are beginning to articulate the wellbeing indicators. A few children use the indicators to support them to assess their wellbeing.

■ All staff use North Lanarkshire health and wellbeing curriculum pathways to plan learning in this area. Staff are not yet tracking and monitoring children's progress in health and wellbeing. Staff should develop a robust approach to measuring children's progress across the health and wellbeing curriculum. Children who access the nurture room should have their needs identified and their progress tracked more formally in order to ensure that these are being met.

■ Most children say the school teaches them how to lead a healthy lifestyle. School staff have developed effective partnerships with the active schools coordinator and all children are offered two extra-curricular sports clubs per session. Staff consult children and parents on the types of extra-curricular clubs they are interested in attending. As a result, the school offers a range of

clubs to all children including sports, sewing, movie making and construction. The majority of children attend at least one extra-curricular club per session. All children receive their entitlement of two hours quality physical education per week.

■ Most children have satisfactory attendance. The headteacher should ensure greater rigour in the monitoring of absence in order to ensure all children have the best possible attendance. Children who are not in school need a clear plan for re-integration. Most children with identified additional support needs have individual plans. Senior leaders should ensure all children with identified additional support needs have individual learning plans. Staff should ensure children have targets set within these plans to help measure more effectively their progress. Children and parents should be more involved in setting learning targets.

■ Teachers are beginning to provide opportunities for children to explore diversity and multi-faith issues. Most children are beginning to develop their understanding of other world religions.

■ The school is proactive in addressing potentially challenging personal or social circumstances to ensure equal access to the curriculum for all children. The school made effective use of Pupil Equity Fund to ensure all trips are of minimal cost to parents and no child misses out due to cost. The school offers extra-curricular clubs during lunch breaks and after school to meet the variety of family circumstances. Senior leaders provided the opportunity for a Halloween costume and Christmas jumper swap.

3.2 Raising attainment and achievement	weak

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

Overall, attainment in literacy and numeracy is weak. There are early signs that children working towards the early level are beginning to make satisfactory progress. Staff are unable to demonstrate the progress of children with additional support needs towards their learning targets. Overall, there is a need to have an increased focus on identifying gaps in learning and raising attainment as a matter of urgency.

Literacy and English
Listening and talking
- ■ Children's attainment in listening and talking is weak. At the early level, a majority of children work well together in pairs listening and taking turns in play contexts. All children show enjoyment when listening to stories. Across the school, most children are developing the skills of working in groups and in pairs. Most children need to develop further their skills of talking and listening. Children are not always aware of the skills they are developing when engaging in group discussion or presenting to audiences.

Reading
- ■ Overall, at the early level, there are positive signs that a majority of children are making satisfactory progress. Across the school, a minority of children are making expected progress in reading. A significant number of children could be achieving more. A majority of children at the early level are beginning to use their knowledge of phonics to decode words. They are beginning to enjoy stories and can talk about their favourite authors. Across the school, children speak enthusiastically about the improved school library and the range of new books on offer. Across the school, most children read a limited range of authors. They are unable to identify features of language used by authors in their reading. Across the first and second level, children need to develop their use of higher order reading skills.

Writing
- ■ Overall, attainment in writing across the school is weak. There are encouraging signs that around a majority of children working towards the early level are beginning to write independently. Most children are beginning to write for a range of genres and a few children can discuss the features of these. Overall, children need to write more frequently in order to improve their writing skills further.

Numeracy and mathematics
- ■ Overall, attainment in numeracy and mathematics is weak. However, this is improving. A few children are making appropriate progress in this area of learning. At early level, most children are on track to achieve their expected level. At first and second level, the majority of children are not achieving their expected level. Across the school, a majority of children have gaps in their learning in numeracy and mathematics.

- A few children at each stage can discuss strategies used in mental calculation. A majority at the early level are confident adding to 10 and counting on to 20. They can use non-standard units to estimate measurements. At first level, a few children y round to the nearest ten and hundred with confidence. A few children demonstrate confidence using common fractions, including identifying these in real life contexts. At second level, only a few children understand the relationships between fractions, decimals and percentages. A few children working confidently at this level interpret accurately mathematical word problems and perform calculations involving two stages with confidence. Overall, most children are not confident at times tables.

Shape, position and movement
- Most children at the early level can sort and match common shapes. They can identify and describe pictures with one line of symmetry. At the first level, a few children can use directions to plan a simple route. Most children working at second level can identify right angles in the environment. At second level, most children confidently name types of angles but are not yet secure in discussing their properties.

Information handling
- As they progress through the school, almost all children can interpret information from bar graphs and pictographs. At first and second level, most children can select ways to display data from graphs, diagrams and charts. Almost all children at first level can use tally marks to collect data. At second level, children use a range of mathematical language to describe the likelihood of events.

Attainment over time
- As yet, the leadership team are unable to demonstrate children's attainment over time. Over the last two years, the leadership team have taken steps to improve the approach to tracking children's progress and analysis of data. They are making a good start to using this information to support teachers' judgement on attainment and identify children who are on track. The leadership team need to do more to ensure that assessment information is rigorous, reliable and robust in order to improve children's attainment over time.

- Children value opportunities to take roles of responsibility through participation in the junior pupil voice groups and as digital leaders. Children are developing their physical skills through the range of sporting activities offered by Active Schools and school staff. They develop their self-confidence well through taking part in inter-school sporting competitions and the inter-authority reading quiz. Staff have made a good start to recording children's participation in wider achievements. They should track the skills children develop and use this information to ensure no children are missing out.

Equity for all learners
- All staff have an understanding of the socio-economic background of children. They take steps to ensure cost is not a barrier to participation. They provide appropriate interventions to address individual children's needs. Senior leaders should identify clearly any gaps in attainment for different groups of children. They should ensure planned interventions address these gaps in attainment and demonstrate how this contributes to children's progress across the Curriculum for Excellence level. The headteacher and staff should ensure they monitor the impact of interventions to ensure they raise attainment. The headteacher uses the Pupil Equity Fund to employ additional staffing to support children in the early years. This is beginning to have a positive impact on children's engagement in learning.

School Empowerment
■ Empowerment of children

■ The school is at the beginning of the journey of empowering children across the school. In a few classes, staff consult children on what they want to learn. Relationships across the school are strong and children feel that adults listen to their views. They are beginning to have a stronger voice through the pupil voice groups. The leadership team recognise that there is a need to develop the empowerments of children in their learning much more fully.

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.