

Summarised inspection findings

St Maria Goretti Primary School

Glasgow City Council

29 January 2019

Key contextual information

At the time of the inspection there were 240 children in St Maria Goretti Primary School split over eight classes. The school was opened in 2008 and shares a campus with Lamlash Nursery. Children attending the school predominantly come from SIMD 1 and 2. The headteacher has been in post since August 2015.

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

- Staff have a strong focus on developing positive relationships across the school, resulting in a caring and calm ethos. All children are polite, well behaved and are respectful of others. They are supported by a caring environment underpinned by Catholic values where all staff show a clear commitment to children's wellbeing. When given the opportunity children work well individually, in pairs and small groups. In most lessons, learning activities are well matched to the majority of learners' needs. There is a need to provide children with more opportunities for pair and group work and for them to be more independent and active in their learning. At times there is an over reliance on worksheets. At present children have opportunities to develop leadership responsibilities through buddying, reading representatives, pupil council and as junior road safety officers (JRSO). There is a need to build children's self-confidence through providing opportunities for children to lead learning and to develop a fuller understanding of themselves as learners. At P1 staff have made an early start to developing learning through play. They should continue to engage in robust evaluation of this to continue to ensure all children receive sufficient challenge in their learning. There is a need for staff to work together to share good practice and to visit other schools to continue to develop more creative pedagogy across the school. Staff have made an early start to developing outdoor learning and as planned staff should continue to develop this further.
- Children are developing confidence when talking about their learning. There is scope to introduce the setting of individualised learning targets across the school so that children are more fully involved in planning their learning, making choices and leading their learning. A few staff provide a variety of helpful oral and written feedback to children. Overall, the effectiveness of written feedback to children could be more consistent across all classes to help inform children of their next steps in learning. The approach to teaching writing across the school needs to be more consistent across classes to allow children to build on prior learning. Staff have made an early start to improving the teaching of reading but more work needs to be done to improve it further. Children need to be provided with a greater range of resources to develop their reading skills fully. To ensure equity of access to books the school should consider allowing children to take library books home to read.

- Children’s views are sought through the pupil council. The majority of children say that the school listens to their views and takes them into account. There is scope to involve all children in evaluating the school’s work and for their views to be listened to. The use of digital technologies to engage learners is at an early stage and should be further developed in order to support learners effectively. During the inspection a few of the interactive whiteboards were out of use as staff await the authority wide refresh in January. In preparation for this staff should acquaint themselves with expectations on delivering digital literacy in a planned and progressive way across the school.
- Staff work well together to provide support and ideas to each other when planning for learning. Teachers know children well and have achieved a calm learning environment where positive behaviour is encouraged. In the majority of lessons, teachers share the purpose of learning with children and provide feedback through effective use of praise. Staff should review how they share learning intentions and success criteria to ensure their use improves learning. It is important to ensure these are displayed in child friendly language appropriate to children’s age and stage for children to be able to use them effectively. The majority of lessons observed, are well organised and the content of activities relevant for the majority of learners. There is a need to ensure that teaching is differentiated to meet the wide range of needs in classes. Only differentiating activities results in insufficient understanding and challenge for a number of children in classes. Staff have made an early start to developing their questioning techniques to promote higher order thinking. Overall, teachers should raise expectations of what children can achieve through increased pace and challenge in learning.
- The approach to tracking and monitoring and assessment is weak. At present staff use a few in class assessments and record scores from assessments to inform their judgements. The headteacher should provide staff with clear leadership and direction on how to monitor and track attainment in class. In doing this she should develop further staff skills in moderation and the use of benchmarks to ensure they are well supported to make robust and reliable judgements on children’s progress. A member of the teaching staff responsible over the last two years for implementing “Glasgow Counts” and now “Literacy for All” maintains an overview of a few helpful assessments to measure the impact of her interventions. This information is also used to identify children requiring additional support from the pupil support assistants (PSA). The leadership team are aware of the need to provide all staff with a framework of assessment to support professional judgement. The headteacher should develop a strategic overview of assessment information and use it to support regular professional dialogue about the quality of learning and teaching and attainment of children.
- The teacher who provides support for children with English as an additional language (EAL) provides well organised and differentiated support to children and their families. She maintains clear accurate tracking of their stage of language acquisition and the progress they are making. Children who have additional support needs have their wellbeing needs well met in class and through the nurture room. Targets are identified for children’s wellbeing needs. There is a need to create individual learning targets for those children with additional needs. Parents and children should be involved in setting and reviewing these targets regularly. There is a need to ensure that all teaching and learning supports achievement of learning as well as wellbeing targets. There is a need to ensure that more able children are challenged much more in their learning to ensure they increase their attainment. The leadership team should develop a more strategic overview of children who are receiving support with their learning.
- There is a need for the headteacher and the leadership team to provide stronger leadership and direction to staff in planning the curriculum. Staff are making use of progression pathways when planning learning in the majority of curricula areas. The approach to planning the

curriculum needs to be more coherent and be used to show progress through the levels for cohorts of children. The school should continue to develop collaborative approaches to planning across and within levels.

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

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, attainment in literacy and numeracy is satisfactory. From data provided by the school, the majority of children are predicted to achieve appropriate CfE levels. However, there are a significant number of children who could attain higher levels.
- There is variability in the reliability of data. Focus groups of children, sampled work, classroom observations and tracking information show that there is room for improving children's attainment further and that teacher's professional judgements are not yet accurate. Increased participation in moderation activities will support the accuracy of professional judgments. Staff should now take account of the range of assessment information available to them more effectively to make an accurate and holistic assessment of all children.
- The Glasgow Counts professional development is leading to improved attainment in numeracy and mathematics, supported by the Challenge Leader of Learning. An authority approach, Literacy for All, is now being developed to improve attainment in literacy. The school was unable to demonstrate the progress of children with additional support needs.

Attainment in literacy

- Attainment in listening and talking is satisfactory. Across the school, the majority of children talk confidently to known adults and to each other but there is scope to increase children's self-confidence overall. At the early level, most children take turns listening and talking in a range of contexts and can follow simple instructions about their learning. At first level, most children talk about texts and share their own ideas when evaluating written language. By second level, the majority of children interact well with each other but need to develop skills to allow them to confidently build on the ideas of their peers and explain preferences of text they have read. A clear focus on teaching and assessing the skills of talking and listening would improve children's ability and confidence in this area.
- Overall attainment in reading is satisfactory. There is a significant number of children across the school who could achieve more. Staffs' recent focus has been on increasing children's reading for enjoyment. As a result most children are positive about reading and the new resources purchased for their library. More children are reading for pleasure. Staff should encourage reading for pleasure further by allowing children to take school library books home. Overall, the majority of children are making appropriate progress in reading. Children across the school need to be provided with a wider range of texts to develop their reading skills. At the early level children use their knowledge of sounds to read words with growing confidence. A few children could cope with a faster pace and increase in challenge in their acquisition of early literacy skills. At the first level, most children read with growing fluency,

expression and understanding but with a limited range of texts. By second level, the majority of children need to develop further their skills in selecting relevant information from researching non-fiction texts. Not all children read the text provided for their reading task fluently and need more practice in reading aloud and decoding new words. Children at the second level need to be encouraged to read a wider range of authors and type of books.

- Overall attainment in writing is satisfactory. In a few classes, children produce good pieces of writing that demonstrate the skills they have learned in punctuation and structure. However, the quality of children's work across the school is too variable. The teaching of writing requires a fresh focus to ensure a consistent approach across the school with skills being taught developmentally from P1 to P7. A number of children could be developing writing skills at a faster pace. At the first level the majority of children are able to write simple stories and letters and a few are beginning to write with more length. At P6, children working towards the second level are able to write imaginative stories with appropriate character, plot and setting. Overall, children need to write more frequently and in a greater range of genres.

Attainment in numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy and mathematics. There is a significant number of children across the school who could be making better progress. There is scope for children across the school to apply their learning in new and unfamiliar contexts including outdoor learning.

Number, money and measure

- Across all stages children are developing well their mental agility skills. A recent focus on the Glasgow Counts professional learning has led to an increase in the confidence of children in using concrete materials. Most children working at early level can identify numbers to ten and recognise the number of objects in a set using one to one correspondence. A majority of them can add within ten. There is scope for a few children to be challenged with numbers beyond ten. Children working at first level can correctly identify the names of coins and their value. Most children at this level could round numbers confidently to ten and the majority to 100. At the first level most children can use multiplication facts confidently. Children at second level can identify factors. They can multiply numbers, including decimals, by 10, 100 and 1000. Children require more practice in tackling two step problems and word based problems to improve their confidence in this area. Teachers should ensure children have opportunities to apply their numeracy skills to solve problems.

Shape, position and movement

- Children working at first level learning about perimeter were not clear on the difference between perimeter and area. There is scope for children to apply this learning in real life contexts using larger numbers. At the first level, children learning outdoors could identify shapes in the environment. At second level children can name, measure and draw angles accurately.

Information handling

- Children working at second level can organise information using Venn diagrams. Children in the Eco committee recorded data in the annual travel survey and children in the Pupil Council used tables to record achievement information to be displayed on the school achievement tree. Children working at second level can interpret information from a timetable. There is scope for children across the school to become more familiar with a wider range of graphs and use a wider range of data including the use of digital technologies.

Attainment over time

- During the inspection, the school was able to provide limited data on children's attainment over time as they progressed through the school. The range of available data consisted of summative and standardised assessments and teachers' professional judgement. The school gathers SIMD data which takes account of the socio-economic context of the school. Teachers should continue to widen the range of evidence they use to enable robust data on achievement of a Curriculum for Excellence level to be generated.
- The Challenge Leader of Learning has correctly identified dips in attainment at certain stages. The school has provided additional staff and interventions to improve progress and attainment for these children e.g. Glasgow Counts.

Overall quality of learners' achievement

- Staff record and monitor children's achievements in and out of school. Achievements are celebrated through displays. Children are given opportunities to participate in the wider life of the school through a range of pupil groups including junior road safety officers, eco committee, pupil council and reading representatives. Participation in these groups supports children in developing a wide range of skills. Children have worked with staff to gain accreditation in a range of areas and to organise charity events in the school and their community such as the school Mathathon and Go Yellow walk for the Prince and Princess of Wales hospice. All children in Primary 6 and Primary 7 are given the opportunity to work towards the Pope Francis Faith Award. The school should now develop robust approaches to tracking children's achievements with a clear link to skills for learning, work and life.

Equity for all learners

- Staff have an understanding of the socio-economic background of all children. The headteacher has taken steps to address factors that may affect equity in the area e.g. funding a residential trip for P7 pupils. Additional staffing in the early years has been funded by Pupil Equity Funding (PEF) to improve attainment through play. The school should take forward plans to review these approaches particularly in tracking and monitoring the impact of these interventions on attainment. A number of targeted interventions are used to support learners to close identified gaps in learning. The headteacher and leadership team should ensure that they are able to demonstrate the impact of these targeted interventions in helping to close the attainment gap. Measuring the impact of these should be based on rigorous and robust self-evaluation.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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