

Summarised inspection findings

Lawmuir Primary School

North Lanarkshire Council

23 January 2024

Key contextual information

Lawmuir Primary School is a non-denominational school situated in the Bellshill area of North Lanarkshire. There are currently 257 children across 11 classes. The school will be relocated within the new Orbiston Community Hub. The hub is currently being built on the existing school grounds and is due to open in August 2025. It will also include Sacred Heart Primary School, a new early learning and childcare centre and a range of community spaces.

The headteacher has worked at Lawmuir Primary School for over 20 years. She has been headteacher since November 2020. The headteacher is supported by two principal teachers. Almost one third of teachers are not permanent members of staff in the school.

Most children live in Scottish Index of Multiple Deprivation areas 1 to 3.

1.3 Leadership of change

good

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

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides effective leadership to the school community. She has established a strong nurturing ethos where children and staff are valued and respected. Staff and parents talk positively about the impact the headteacher has had on the culture within the school since taking up post in 2020. They value the importance the headteacher places on establishing and maintaining positive relationships across the school community. The headteacher knows the school and the community well. She has a clear understanding of the school's strengths and areas that need further work. Staff and children are ready and eager to work with the headteacher to increase the pace of change and drive forward improvements.
- Children and staff talk confidently about the well-established school vision and values. Children are proud of their school values mascot, 'Robbie the Rights Respecting Lion' who was designed by a former pupil. Robbie is highly visible throughout the school in a range of displays. This helps children to see how the values impact on the life of the school. The headteacher plans to review the vision and values to ensure they remain relevant to the school community. This will be helpful as the school community prepare to move to the new community hub. In taking this forward, the headteacher should consider how the vision and values reflect the recent work on wellbeing and nurture. It will also be important to include the ambition she has to ensure all children make the very best possible progress.
- The school improvement plan has a focus on improving children's wellbeing, raising attainment in literacy and developing the curriculum. The headteacher has identified these priorities using self-evaluation evidence including the views of staff. Parents and children receive a helpful summary version of the improvement plan. The headteacher should now increase the involvement of children, staff and parents in evaluating the work of the school and identifying priorities for improvement.

- The headteacher has a strong understanding of the needs of the community. She identified an increase in wellbeing needs following periods of remote learning. The headteacher worked with staff to improve relationships, support children to manage their emotions and address attendance issues. All staff participated in professional learning on nurturing approaches. This is impacting positively on children's experiences across the school. The headteacher has identified rightly the need to build on this positive start and improve children's learning experiences across the curriculum. She has been proactive in seeking help from the local authority pedagogy team to support this work. The headteacher should take this forward at pace. She should review approaches to learning visits, to monitor and evaluate the impact of this work in improving learning and teaching.
- Children across the school are able to join a range of committees and groups. The groups are led by a member of staff who supports each group to identify projects to undertake. The eco committee held a campaign to reduce litter in the playground and house captains organised a firework safety competition. Children value the roles and responsibilities they have and are proud of their achievements. They articulate well their ideas and views, for example, potential improvements to their playground and the need for more challenge in their learning. Children are now ready to be more involved in influencing and leading positive change in their school.
- The headteacher and principal teachers have worked well to build positive relationships with children who require additional support to attend school and access their learning. The principal teachers now need to take more of a lead role in supporting class teachers to improve approaches to meeting the needs of all learners within the classroom. As the headteacher takes forward priorities, she should review and refresh the remits and class commitment of the principal teachers. This should also allow the headteacher to take a more strategic role in leading and managing change across the school.
- Teachers are encouraged to take on a range of leadership roles to support school improvement. For example, as the literacy coach, numeracy coach, digital champion and assessment and moderation lead. They work very well as a team and share ideas and resources with each other. This impacts positively on children's experiences. Teachers are excited about planned professional learning on play and moderation. The headteacher should build on this enthusiasm and plan regular opportunities for staff to lead discussions to share the impact of their professional learning. This will enhance further the strong staff morale and support teachers to drive forward meaningful change and improvement at Lawmuir Primary School.
- The headteacher has introduced a range of approaches to gather data and information about learners and the school. This includes information about children's progress and attainment, attendance, and potential barriers to learning. She also seeks the participation and views of children and parents. The headteacher now needs to work with staff to ensure this helpful data and information is used more effectively to improve outcomes for all children.
- The headteacher uses Pupil Equity Funding (PEF) to employ additional staff. She shares her PEF plan with parents. Parents' views are not currently taken into account when PEF plans are created. The headteacher should continue to review the impact of PEF to ensure it meets the needs of targeted learners.

2.3 Learning, teaching and assessment

good

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

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

- The headteacher has worked effectively with staff to ensure children experience a very positive, caring and nurturing ethos at Lawmuir Primary School. She ensures all children are respected, valued and included in the life of the school. Children are developing a strong awareness of their rights through their work on the United Nations Convention of the Rights of Children (UNCRC). Their engagement with 'Robbie the Rights Respecting Lion', and in developing class charters, is helping them to reflect on and understand their rights. Children and staff are proud of their school. Children are polite and kind to each other, adults and visitors to the school.
- Most children engage well with their learning. They are motivated when teachers use their interests and views to inform learning experiences. Most children work well on their own and enjoy taking on responsibilities within the classroom. In a majority of lessons, children work well with partners and in small groups. Across all stages, a few children need greater challenge in their learning to help them make better progress. A few children lose concentration when they have finished planned activities early. Teachers should ensure they plan opportunities for children to extend and deepen their learning.
- The headteacher and staff have recognised correctly that children need to experience better consistency of learning and teaching approaches as they move from stage to stage. A few teachers would benefit from learning successful teaching approaches from colleagues and in planning more effectively for groups of learners with varying needs.
- Most teachers make effective use of technology to engage children in their learning. Teachers use interactive whiteboards well, for example, to show video clips and images as a stimulus for learning. Children use matrix barcodes to listen to feedback from their teacher and access audio books and learning apps. They use tablet computers well to access online games to support and extend their literacy and numeracy skills. Teachers make effective use of tools, for example, text to speech, to support children with potential barriers to their learning.
- In almost all lessons, children know what they are learning and what they have to do to be successful. In a few lessons, children are developing helpful skills in self-assessment to identify their strengths and areas to improve. A majority of children are starting to learn key skills for life and work. Teachers now need to help all children to be more involved in identifying their strengths and next steps for their learning.
- A majority of teachers use questions appropriately to help check children's understanding. A few teachers use more effective questioning strategies to enhance learners' experiences and encourage them to develop higher order thinking skills.

- Staff have taken positive steps to improve the reading culture across the school and involve parents more in supporting children's literacy skills at home. They have improved the school library using recent funding. Older children enjoyed being involved in planning and organising this development, including choosing resources. Staff offer a weekly lending library in the new space. They should continue to encourage children and parents to access the school library.
- Staff in P1 and P2 are at the early stages of introducing play experiences into children's daily routines. This is beginning to impact positively on children's social and emotional development. Teachers are undertaking training provided by the local authority to support this work. They should engage with national guidance and research relating to play pedagogy to develop a deeper understanding of child-led learning. This should help to ensure they plan motivating and meaningful learning experiences that provide appropriate levels of challenge for all learners.
- Most teachers use a range of formative assessment strategies in class to check children's understanding. Across the school, teachers provide children with helpful, oral feedback about their learning. Most teachers give children helpful written feedback on their work, and a few use digital methods to share where children have been successful and how they can improve. Teachers use summative assessments, including Scottish National Standardised Assessments for literacy and numeracy, at key points throughout the year. This supports them to assess children's progress. A majority of teachers use this information to plan next steps in learning for individuals and groups of children. Pupil support staff work well with teachers to plan and deliver targeted support. This approach is impacting positively on children's progress and achievement. The headteacher should continue to work with staff to review approaches to assessment across the school. They should ensure greater consistency in using assessment information to inform planning to meet better all children's needs.
- Teachers have engaged in moderation activities within the school and cluster with a focus on writing. This is supporting teachers to develop a greater understanding of progress within a level. Teachers participation moderation with colleagues from other schools, is beginning to lead to increasingly robust teacher judgements on progress and attainment in writing. Teachers are keen to build on this work through moderation of other curricular areas. The headteacher should support staff to engage in an increased number of moderation activities to develop further their understanding of national standards across the curriculum.
- Teachers plan well using progression pathways for different curricular areas. They create interdisciplinary learning (IDL) plans, bringing together experiences and outcomes from a range of curricular areas. This ensures children experience varied and interesting learning experiences. Most teachers plan well for groups of children. In a few classes, children plan well in collaboration with teachers. Teachers should continue to develop approaches to IDL to ensure children experience appropriate breath, depth and challenge in all of their learning.
- The headteacher has effective systems for tracking and monitoring children's progress across the year, including monthly conversations and termly meetings. Teachers use this time well to identify children who require support and plan appropriate interventions to ensure continued progress in learning.

2.2 Curriculum: Learning pathways

- Teachers use a range of progression pathways to plan learning for all curriculum areas. This ensures children access their entitlement to a broad general education. The headteacher is at the early stages of reviewing the curriculum rationale. Staff should review their progression pathways to ensure children experience appropriate progression and depth in all aspects of their learning.
- Teachers are increasingly supporting children to make relevant links with their learning in school and with possible future employment opportunities. For example, children in P7 explored their ambitions for the future in writing. Teachers should continue to plan meaningful opportunities across the curriculum that enable children to develop further their skills for learning, life and work.
- Most teachers plan interesting IDL. They work with children to discover what children know about a topic and what they would like to find out. A few teachers involve children fully in choosing contexts for learning that are relevant and linked to children's interests. For example, using the football world cup in Qatar to explore issues of fairness and equality. When children are actively involved in choosing contexts and planning learning, they are motivated and engaged in their learning. Teachers should build on this positive approach to give children greater ownership of their learning.
- Teachers plan opportunities to take learning outdoors. They make use of the local park for cycling lessons and to work with an artist in residence. A principal teacher uses the local area to provide outdoor learning for targeted groups of children with a focus on team building, resilience and problem-solving skills. Teachers are beginning to consider the opportunities to extend outdoor learning within the new school grounds. They should introduce a progressive outdoor learning pathway to ensure children build on their skills as they move through the school.
- All children learn French. The headteacher is aware that an additional language needs to be introduced. Teachers should revisit their 1+2 languages approach, ensuring all children experience learning that builds on their prior knowledge and skills.
- Digital learning is a strength across the school. Teachers make effective use of the North Lanarkshire pathway to plan appropriate learning that develops children's digital literacy skills. They make effective use of technology to enhance learning across the curriculum. This is impacting positively on children's engagement and supporting children with additional support needs to engage in their learning.

2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council, 'Friends of Lawmuir', play an important role in fundraising for various interesting experiences to support children's learning and achievement. The funds raised contribute towards school outings and social events, for example discos and movie nights. Parents are kept up to date with plans for the new Orbiston Community Hub through children's involvement in its design. The headteacher should continue to involve parents in plans for the new school.
- Staff organise a range of events for parents across the school year. They plan parents' evenings and open days where parents enjoy finding out more about their children's learning. As a result, most parents agree they get helpful feedback on their child's learning and development. A few parents would welcome more information on how they can help their child's learning at home.
- The headteacher uses various approaches to communicate regularly with parents about children's experiences in school. However, parents state the information shared is not always timely and often contains mistakes with dates and times of events. Parents would like more consistency and greater accuracy when they receive information from school staff.

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

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

- The headteacher has rightly prioritised developing health and wellbeing across the school. Children's wellbeing is a key driver in the work of the school. All staff have been involved in meaningful professional learning on nurture and resilience. They have developed a shared understanding of the importance of wellbeing and its impact on learning and achievement. All children learn in inclusive, nurturing classrooms. As a result, almost all children are happy, settled and enthusiastic about their learning. Children across the school experience very positive and mutually-respectful relationships with staff and their peers. Most children are confident that adults in school can help them with any problems or worries they may have. A few children would benefit from targeted support to help them manage their feelings and express their emotions in appropriate ways.
- All children complete wellbeing assessments at the start of the school year. Teachers use the information gathered to plan appropriate supports and interventions for individuals and groups of children. This includes one-to-one counselling, art therapy and group work to help children deal with change and bereavement. Children complete regular wellbeing check-ins across the school day. Staff use this information effectively to monitor children's wellbeing and respond sensitively to any worries and concerns. Most children talk positively about their wellbeing and identify simple ways they can improve their mental health. For example, children in P4/5 articulate well the benefits of sleep on their emotional wellbeing.
- Children talk confidently about how their experiences at school supports and improves their health and wellbeing. P7 children are proud of their role as monitors across the school, ensuring other children are safe during indoor breaks. Children across the school demonstrate kindness and care in their interactions with each other and adults. Older children talk confidently about the possible impact of choices they make on their long-term health. For example, they understand how a poor diet can lead to diabetes and heart disease.
- All children access two hours of high-quality physical education (PE). Children articulate confidently how their learning in PE helps them keep physically fit and healthy. The Active Schools' Coordinator organises taster sessions for children with a variety of local sports clubs and organisations. There is an increase in the number of children participating in sports and activity in the community as a result of this approach. Children talk positively about trying curling for the first time. They are proud of their achievements in a curling competition and articulate well how these experiences increases their confidence.
- The headteacher is aware of her role in relation to statutory duties. She has identified areas for improvement and is taking steps to address these areas. Attendance figures have been below the national average for the last few years. Exclusion rates are higher than the national average. The headteacher and principal teachers have planned support for identified children and families. This support includes reduced time in class, a later start to the school day and

online support from North Lanarkshire Virtual School. As a result, identified children are attending school more regularly and are happy, settled and secure in school. Exclusion rates are falling, however, this is not yet leading to sustained improvements for all children. The headteacher should now review learning plans for children who require significant support to access their learning, particularly those who find the classroom environment challenging. She needs to ensure all children are accessing their entitlement to full-time education.

- Children facing the greatest challenge feel listened to and supported by staff. Teachers gather children's views on the supports in place to meet their needs. Children speak positively about the help they receive. The caring approach adopted by all school staff impacts positively on children's relationships and engagement with their learning. The headteacher should ensure children who may require a coordinated support plan, including those who are care experienced, are considered for this each year.
- 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 documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through the food offered in school. Several areas for improvement have been agreed with the school and the school meals provider.
- Children who require additional support have Getting it Right For me (GIRFme) plans in place. The headteacher works with a range of partners, including a family support worker and health professionals, to plan and deliver effective support to children and families. Through accessing these plans, staff know the supports and strategies required for individual children. Almost all children's targets are linked clearly to aspects of wellbeing and learning. Parents and children are able to give their views on the plans. The headteacher should continue to find ways to involve parents and children in contributing to plans about their learning and wellbeing. This should support children to have a greater awareness of how to overcome the challenges they face.
- Teachers plan learning in religious and moral education and interdisciplinary learning projects well. Resulting learning experiences allow children to explore diversity, racism and religious beliefs. Children understand the importance of fairness in society and the discrimination people may face. Children in P7 talk passionately about their learning during 'Black History Month' and relate the experiences of key historical figures to their own lives. Teachers should continue to help all children respect diversity and multiculturalism and challenge unfairness and discrimination.

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

- Attainment data provided by the school shows variations in recent years and across cohorts. Children's attainment data in literacy and numeracy is not always accurate. Staff need to engage with national benchmarks when making judgements on children's progress and attainment.
- Overall, children's attainment is satisfactory. Across the school, most children achieve expected national standards in listening and talking and a majority in reading and writing, numeracy and mathematics. Most children, who have additional support needs, progress well towards achieving individual targets. 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, most children make good progress in listening and talking and a majority in reading and writing from prior levels of attainment. There is scope for children at first level to make better progress in literacy and English.

Listening and talking

- Across the school, most children listen well to information and instructions. At early level, most children enjoy sharing stories and ideas. At first and second level, most children share views and opinions confidently. They listen well to each other. At second level, most children are confident when answering questions from teachers and when sharing their work with others. By second level, most children contribute very well to peer, group and class discussions on various topics. At all levels, a few children need to develop greater confidence in listening and talking.

Reading

- At early level, children enjoy sharing books they have chosen. They use picture clues to retell familiar stories. A majority of children at early level recognise letters, sounds and familiar words. At first and second level, a majority of children enjoy reading class novels and books they have chosen from the library. They are becoming fluent readers. Most children use punctuation well to express key points when reading aloud. At first and second level, children talk confidently about texts, discussing challenging concepts and topics about real-life issues. Most children know key features of fiction and non-fiction text. Most children answer literal, inferential and evaluative questions well. At early and first level, more children are capable of making better progress.

Writing

- At early level, most children write simple sentences. A few children write several sentences and make stories. They are beginning to use capital letters and full stops. At first level, most children write independently for different purposes, often using a range of vocabulary and punctuation to engage the reader. At second level, most children understand and use similes, alliteration and onomatopoeia effectively, to enhance and upskill their writing. Most children use paragraphs to organise their writing. At second level, children often write at length for different purposes. This includes writing poetry, imaginative stories and factual reports. Across the school, a few children are capable of writing more and at length on a regular basis.

Attainment in numeracy and mathematics

- Overall, a majority of children make good progress in numeracy and mathematics from prior levels of attainment. There is scope for children at first level to make better progress in numeracy and mathematics.

Number, money and measure

- At early level, most children recognise and form numbers correctly to 10. Almost all children compare sets of objects appropriately by height and length. At first level, most children recognise and write three-digit numbers. They use a range of strategies to solve written addition and subtraction problems. They need to improve their skills in mental calculations. By second level, almost all children apply strategies accurately when working with numbers within 100,000 and numbers with three decimal places. At second level, most children read and record time accurately using both 12 and 24 hour notation. At first and second levels, most children are not yet confident with fractions, money and measure.

Shape, position and movement

- At early level, most children understand and use positional language appropriately. They recognise and name simple two-dimensional shapes. At first level, most children name and describe correctly three-dimensional objects. At second level, a majority of children describe features of two-dimensional shapes and three-dimensional objects. They use numeracy terms such as, irregular, diagonal and diameter. At first and second levels, children are not yet confident when working with angles.

Information handling

- Across the school, children are developing an awareness of the purpose of surveys through the work of leadership groups. A few children interpret data gathered from surveys to create pictograms. At first level, most children create and interpret simple bar graphs. At first and second levels, children need to develop their skills further in presenting and interpreting information.

Attainment over time

- Trends in children's attainment have been variable in recent years and been below expected national standards. However, most children's attainment has improved in all areas of literacy and numeracy over the last year. Most children have attained expected levels of achievement in listening and talking and a majority in reading, writing, numeracy and mathematics. The headteacher needs to continue to establish systems which support teachers to develop further their understanding of national standards. This should help teachers to make more accurate judgements on children's progress and attainment. The headteacher and staff also need to gather accurate information on children's attainment over time across other curricular areas.

Overall quality of learner's achievements

- Children's achievements are recognised and celebrated across the school. Children are proud of their achievements and the successes of others. They are very proud that their school has received silver accreditation from Rights Respecting Schools. Children are developing important skills in sport, music and dance through participation in activities in class and at the end of the school day. Older children develop confidence and leadership skills through their involvement in the Junior Sports Leader Programme. Children's achievements are having a positive impact on school life. Together with staff, the headteacher needs now to track children's achievements and the skills they demonstrate across the curriculum. This should support them to identify children's strengths and provide support to those children who may be missing out.

Equity for all learners

- The headteacher and staff are aware of the range of challenges children and families in their community may face. They are proactive in reducing the cost of the school day. Children and families have access to a range of resources including preloved uniforms. Staff and the Parent Council ensure the cost of school outings and events are not a barrier to participation.
- The headteacher uses PEF for additional teacher hours aimed predominantly at improving children's wellbeing through a nurturing approach. This is impacting positively on children's wellbeing across the school. Individual children make positive progress through targeted interventions in health and wellbeing. Staff are also taking forward relevant targeted interventions which are improving individual children's attainment in aspects of literacy and numeracy. The attainment gap is reducing for most of the children receiving this targeted support. The headteacher recognises the need to continue to gather accurate information on the progress of particular cohorts' of learners, including those who are care experienced. Staff can then identify successes and make necessary changes to particular interventions to help improve children's attainment and accelerate their progress. This should also support them to evidence progress towards closing the poverty related attainment gap.

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.