

Summarised inspection findings

Calderbank Primary School and Nursery Class

North Lanarkshire Council

25 June 2019

Key contextual information

Calderbank Primary School and Nursery Class is a non-denominational primary school serving the community of Calderbank Village in Airdrie. There have been significant changes of staffing over recent years both in relation to the leadership team and teaching staff. The current headteacher was appointed permanently in November 2018. She is supported by a principal teacher who has been in post for approximately 18 months.

The current P1-7 roll is 59. There are three classes in the primary school. Around 68% of the school roll live in SIMD 1-3 and approximately 33% claim FME. The school received Scottish Attainment Challenge and Pupil Equity Funding (PEF) each year.

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 school has a welcoming and nurturing ethos which reflects its values of respect, trust and honesty. The school motto encourages children to 'be safe, be happy and excel.' These values are referred regularly to during whole school assemblies and children recognise their meaning. The recently appointed headteacher has identified the need to develop further and refresh the school vision, values and aims in consultation with staff, parents and children.
- The headteacher demonstrates positive values, a calm and purposeful leadership style and a clear vision for the school's forward direction. She is supported ably by the principal teacher. As a leadership team, they have a clear focus in driving forward improved outcomes for children and providing positive opportunities for them to experience. The headteacher has correctly identified a number of key areas for development as an immediate priority and now needs to provide a clear strategic lead to manage and increase the pace of change.
- Most staff are aware of the local culture and socio-economic background of the school. They are sensitive to matters and issues of equity and fairness in their school community. Teaching staff are beginning to take forward a few aspects of curriculum development to raise attainment. This includes a refreshed approach to teaching numeracy across the school. There are early signs of this having a positive impact on children's attainment. The headteacher has identified the need to extend the opportunities for staff to network and visit other schools to share good practice. As a result, teachers are beginning to work collaboratively and should continue to extend their moderation activities with others both within and outwith the school. There is scope to work more in partnership with cluster or partner schools to assist with this professional development. This would promote professional dialogue and collegiate learning.
- There is a need to develop further self-evaluation procedures. Teachers have begun to evaluate their practice using the quality indicators in 'How Good is OUR School 4?', however, the approach to this needs to be more rigorous and systematic. It would also be helpful to evaluate the impact of any professional learning by teachers to inform school improvements.

Robust, regular self-evaluation will also support the evaluation of the impact of planned initiatives and interventions.

- The headteacher is at the early stages of developing systems to support quality assurance procedures across the school. To support and identify progress in the key curricular areas, the headteacher has identified the need to develop a rigorous tracking and monitoring system. This will provide an overview of children's progress and clearly identify where additional support for learning is needed. This will include those children who would benefit from increased pace and challenge in their learning.
- Children are encouraged to influence some aspects of their school experience through their participation in 'Making a Difference' groups. These groups currently focus on Rights Respecting Schools, Outdoor Leadership, Eco-committee, Digital Leaders and the School Blog group. Children also have roles as House Captains and play-leaders in the playground. These roles provide children with good opportunities to develop their leadership skills as they take on more responsibility for leading others. Staff should continue, as planned, to develop these opportunities and to engage more with 'How Good is OUR School?' as an evaluation tool for children. This will also support children's input into school improvement processes. Further opportunities for children to lead their own learning and that of others should continue to be developed.
- A more focused approach is needed to monitor and evaluate the impact of change on outcomes for children. Data is not yet gathered appropriately or with consistency to inform improvements in attainment or the impact of interventions including those supported by the PEF. Staff are well-placed to further their awareness of analysing and evaluating data to monitor the impact of initiatives and interventions.

2.3 Learning, teaching and assessment

weak

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

- Across the school, children enjoy a welcoming, nurturing and caring environment. Relationships between staff and children are positive and most children enjoy coming to school. The majority of children are engaged and interested in their learning and are motivated to participate in the learning activities. Most staff have an awareness of children's rights and use this knowledge to support and structure children's experiences. Overall, children are polite, courteous and behave well in school. Teaching staff now need to continue to develop classroom activities which are more appropriately matched to the needs of individual children in their classes.
- Most children follow their teachers' instructions in their class tasks and activities. In a few lessons, children experience appropriate pace and challenge which meets their needs as learners. Lessons are too often overly teacher-led and allow little opportunity for children to lead their own learning or exercise choice in their learning. Teachers should now consider how they can best develop more consistent, high quality learning experiences using a wider range of teaching approaches. Teachers need to ensure that tasks, activities and resources are more appropriately matched to individual children and groups of children. Learning experiences should be better differentiated to consider the individual needs of pupils in multi-composite classes. There is considerable scope for children to be more actively engaged in the learning process. Staff should now increase the opportunities for children to participate in the organisation and planning of their learning experiences. Across the classes the pace of learning should be increased. There also needs to be more appropriate challenge to promote deeper understanding and more opportunities for children to exercise choice.
- Children make good use of digital technologies to enhance their learning where it is available to them. At the early stages, children use tablet devices to access learning programmes and complete research activities. Children at first and second level move with ease from the interactive whiteboard to the tablet device and laptop computer. Children film, edit, record and add commentary to their learning experiences using their skills in digital technologies. The children enjoy and are motivated by this approach to learning. A clear strategic plan to fully embed digital learning across the curriculum will support technology resources being seen as a positive tool for learning.
- The quality of teaching across the school is variable. In a few lessons, teachers discuss the learning intentions and success criteria with children. These are currently too general and not appropriately differentiated. There is scope for this to be further developed and for children to be more involved in their contribution to the planning and delivery of lessons. In lessons observed, a few children were unsure of the purpose of the lesson and were hesitant in articulating their learning. Children across the school would benefit from more regular opportunities to lead the learning and develop independent learning skills. There is a need for teachers to continue to develop their questioning skills to engage children further in their

learning and to develop children's higher order thinking skills. Teachers now need to broaden the range of teaching approaches in order to promote curiosity, independence and confidence and to engage children more in their learning.

- In all classes, teachers provide verbal and written feedback to children about their learning. The quality of this feedback is variable. In a few lessons, effective written feedback which gives children a clear understanding of strengths and clarity about areas for improvement was observed. As identified by the headteacher, there now needs to be a consistent approach across the school to providing high quality feedback which will help children understand their own progress. This should now be a priority in order to inform and support progress effectively and to increase appropriately the pace and challenge of learning.
- Children are developing confidence in discussing their own learning. The majority are able to discuss the task they are working on, however, are not yet able to relate this to skills for life, learning and work. Teachers use a variety of assessments to report on progress of children, however, these are not yet integral to planning learning and teaching. As a result, staff do not take sufficient account of children's varying needs and abilities when planning next steps for individuals and groups. The headteacher and staff are also aware of the need to develop a shared understanding of standards to be achieved across Curriculum for Excellence (CfE) levels. This will support staff confidence in their professional judgement of achievement of a CfE level. The headteacher and staff should now develop further a more coherent whole school approach to assessment, planning and moderation. This will lead to opportunities for more effective, responsive planning to better meet the needs of all children. Children are now beginning to be encouraged to self- and peer-assess as part of their learning to help them to assess their own progress more effectively. This work is at an early stage.
- The headteacher has identified the need for teachers to have increased opportunities to support their understanding of moderation. This will help improve further their awareness of national standards and inform staff's expectations. The opportunities for working with same-stage partners is limited due to the multi-composite nature of the school, however working with partner schools would offer greater scope for collegiate working. Teachers are positive about access to such opportunities and are enthusiastic to work with colleagues in other schools to facilitate this.
- The headteacher and staff are reviewing the strategic forward planning in line with national guidance and advice. Planning for learning should be more responsive, manageable and relevant to children's needs. There is scope for children to be involved more in planning and for teachers to consult with each other more to ensure a more joined up approach. Staff are aware of local authority curriculum pathways and should use them to help plan for learning across all curriculum areas.
- Tracking and monitoring systems are at an early stage of development in all classes. There is a need to develop further a robust, consistent and coherent tracking and monitoring system that offers an insight into where best to support, resource and intervene in the progress of individual children. Teachers now need to develop their understanding and use of data in order to evaluate progress of children in their classes and monitor the effectiveness of interventions designed to improve outcomes for all children.

2.2 Curriculum: Learning pathways

- The current curriculum rationale takes account of the school's vision, the four capacities of CfE and the local context of the school. This however, is not reflected in teachers' planning for the delivery of all curriculum areas and the different contexts for learning. Teachers recognise that there is work to do to refine the curriculum to take greater account of the local context. More focus should also be placed on developing skills of children in a variety of meaningful contexts. When reviewing the curriculum rationale, staff should ensure that assessment influences curriculum planning and enables opportunities for each child to progress individually. This should also facilitate appropriate differentiation and extension of learning for a few children.
- Currently teachers plan for literacy and numeracy using local authority progression pathways which provide a clear and consistent framework within which to support learning. These take due account of National Benchmarks. Staff are developing confidence in using these pathways. There is considerable scope to introduce more flexible pathways for individuals and groups of learners fully taking account of the design principles of CfE. Across the school, children need more opportunities to demonstrate and apply their learning in literacy and numeracy across the curriculum and in unfamiliar settings. Currently, teachers plan for their own classes and should now take up available opportunities to look outwards to others within and outwith the school.
- Senior leaders recognise that there is a need to develop progression pathways in other areas of the curriculum and for staff to use these to ensure improved progression in learning and a clear, coherent approach across the school. Teachers are working to enrich the curriculum through improving partnership working, greater opportunities for learning through technology and are keen to further develop learning outdoors. As staff continue to develop the curriculum they should explore appropriate ways to embed interdisciplinary learning, develop skills for learning, life and work and integrate the career education standard within learning pathways.

2.7 Partnerships: Impact on learners – parental engagement

- See choice QI

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

- Children in the school are happy, polite and confidently express their views. All children feel safe and enjoy good, nurturing and respectful relationships with staff in the school. Children are able to discuss their understanding of the wellbeing indicators. Children recognise ways in which the school helps them to feel safe by helping them to learn about keeping safe on the roads and online. They talk well about ways in which they can maintain a healthy lifestyle including participating in a range of activities such as netball and cross country running clubs. Children are pleased to be involved in a recent consultation regarding school lunches and recognise the impact that healthy eating choices have on their bodies.
- Most children across the school engage well in their learning. As a result, the majority achieve appropriate CfE levels in literacy and numeracy. There is a need to ensure that all children are appropriately supported in their learning, and barriers to learning recognised and addressed more effectively, to ensure that all children are appropriately challenged in their learning. Most staff have an understanding of the wellbeing indicators and are beginning to use them to support the development of wellbeing in children. Teachers should now continue as planned to implement, monitor and evaluate the effectiveness of this approach.
- Staff use whole school assemblies well to encourage children to think about how they are developing as confident, successful, responsible and effective members of society. As a result of the recent focus on respect for each other children have a better understanding of respectful relationships. They talk about thinking before speaking and listening more attentively to others points of view.
- All children are members of 'Making a Difference' groups. These groups have recently formed and are now enabling children to have a greater voice in decisions which affect them within the school. Through involvement with these groups, children are developing their leadership skills, their ability to work as part of a team and to collectively solve problems. They have noted some improvements in the equipment in the playground as a result of these groups.
- Attendance levels at school are consistently above local and national averages. There have been no exclusions in recent years. Children feel included in the life of the school and recognise their role in including others in, for example, games in the playground. As a result, relationships between children are positive.
- Teachers have an awareness of their statutory duties and codes of practice relating to additional support needs. This includes a developing understanding of the impact of adverse childhood experiences on children. As a result, staff are at the early stages of developing a whole school nurturing approach. This is supported well by external partners and now needs to feature more fully as the school develops more inclusive practices.

- Children’s learning needs are identified effectively and where appropriate additional planning to support children’s development is put in place. This is currently monitored and reviewed by specialist staff. As a result class teachers do not yet take enough responsibility for meeting the needs of all children in their classes. Needs are often met by individual children working outwith the classroom, at specific times, with an additional teacher. This approach should be reviewed to allow more inclusive practices to develop within all classrooms and other areas of the school in order to improve better outcomes for children.
- Senior leaders are at an early stage of developing a whole school overview of the needs of all children to ensure earlier identification and more effective interventions for all children with additional barriers to their learning. There is a need for more effective monitoring and tracking of individuals and groups of children for whom additional support is required, including those presenting with social and emotional needs and autistic spectrum disorder (ASD).
- The newly formed ‘Rights Respecting’ pupil group is working well towards achieving the bronze level award. As a result, children are becoming increasingly aware of their rights and those of others. They are able to discuss, for example, children’s right to play and to learn which is leading to more focussed activities within classrooms and in the playground.
- The school’s anti-bullying policy takes cognisance of all protected characteristics and current national guidance. Staff should now ensure that children understand fully the impact, both positively and negatively, that their behaviour has on others. This would be helped by further exploring and developing a restorative approach to any disagreement. This will help foster the positive attitudes and attributes that staff aim to develop in children.

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

Overall attainment in literacy and numeracy

- The data presented by the school demonstrates that the majority of children at early level attain appropriate CfE levels in reading, writing, listening and talking and in numeracy. At first and second level, most children attain appropriate CfE levels in reading, writing, listening and talking and in numeracy. The attainment of children at each stage is recorded and most children are on track to achieve appropriate levels in the coming session.
- Teachers in the school base their professional judgements of achievement of a CfE level on a range of in class assessment materials, observations of children and conversations with children. They have also taken part in a few moderation activities with colleagues from both within and out with the school. Inspection activity indicates that their professional judgements of achievement of a level are not yet consistent nor sufficiently robust and reliable. In order to ensure greater consistency and reliability in their professional judgements, teachers should now, as identified by senior leaders, engage further with a variety of moderation activities and National Benchmarks.
- Senior leaders in the school are able to demonstrate how different groups of learners, for example those facing more challenging socio-economic circumstances are making progress. This is not yet in a format which is easily accessible for class teachers to make full use of the data.

Literacy and English

- The overall quality of children's attainment in literacy and English language is satisfactory.

Listening and talking

- The majority of children listen well to their teachers in class. A few are still learning to listen to each other and to respect their peers in taking their turn when talking to each other. At early level, children are confident and expressive in their language and enjoy opportunities to talk with each other. At first and second level, the majority of children speak respectfully to each other and listen appropriately to one another. The majority of children express themselves in language appropriate to their stage. At second level, a few children have extensive vocabularies and articulate their school experiences well. All children have experience of presenting at school assemblies. Children's listening and talking skills need to develop further for a number of purposes across the school.

Reading

- At early level differentiated approaches to reading are developing children's awareness of reading strategies. Most children are making satisfactory progress and experience challenge and enjoyment in class. At first level, a few children read well orally showing awareness of

fluency and expression. They show understanding of the texts they are reading and are aware of a few children's authors. Children talk about their likes and dislikes regarding their library book choices and are aware of different genre. Most children at second level read fluently with a range of expression and articulate clearly the content of their books. They talk with understanding about several genres. They name a number of authors and their works and discuss their reading preferences with confidence. Children across the school should now increase their level of choice and challenge in reading by having access to more demanding texts.

Writing

- Across the school, writing is satisfactory. Most children write on a regular basis and explore a range of contexts for writing. Children at early level are building confidence in their writing and write about their own experiences. At first level children write imaginative stories, persuasive letters and make reports on local issues such as outlining their journey to school. Children prepare and plan their writing, make research notes and re-draft to a completed finish. At second level children complete daily writing on their own interests. Children write for a range of contexts and enjoy exploring and researching information to support their writing. When available, they use digital technology well to support the quality of their written work. Across the school, presentation of children's written work is too variable.

Numeracy and mathematics

- The data presented by the school demonstrates that most children are making good progress in numeracy and mathematics. This data is not yet sufficiently reliable. Teachers need to engage further with appropriate moderation activities in order to ensure greater reliability in their professional judgement of achievement of a CfE level.

Number, money and measure

- At early level children are developing a very good understanding of number and how numbers relate to each other. They confidently count on and back in ones to add and subtract and use a range of appropriate non-standard units for measuring, for example cupfuls of sand or feet shapes when learning outdoors. At first level children tell the time using half past, quarter to and quarter past on both analogue and digital clocks. They work out times from timetables and confidently count backwards in 2s, 5s, 10s and 100s. Children at first level are less confident when working with fractions, decimal fractions and percentages. At second level children have a good knowledge of time, money and measurement. They need to make further progress with expressions and equations.

Shape, position and movement

- At early level children recognise, describe and sort common 2D shapes and 3D objects and identify and create pictures with one line of symmetry. At first level children confidently identify compass points north, south, east and west. At second level children identify and describe 2D shapes and 3D objects using some specific vocabulary well. Children across the school are less confident when working with angles and symmetry.

Information handling

- At early level children use their knowledge of colour, shape, size and other properties of objects to sort them in a variety of different ways. At first level children use tally marks to gather and sort information before displaying it in a variety of ways, for example bar graphs or frequency tables. At second level children have experience of collecting data and displaying it in a variety of ways. Across the school children lack confidence in this area of numeracy.
- Across the school, children need to apply their skills in literacy and numeracy in different contexts and in unfamiliar settings.

- Children's progress in curricular areas other than literacy and numeracy is not being monitored or recorded.

Attainment over time

- Caution needs to be taken when comparing stages given the small numbers of children in each. In addition the lack of reliable and robust professional judgements of achievement of CfE levels affect the reliability of any trends over time.
- Data for last three years and predicted levels for 2019 indicate that there have been improvements in all measures for children at second level. For the last two years there has been an improvement in attainment at first level. This is projected to continue for the coming session. At early level, the percentage of children attaining appropriate CfE levels has fluctuated. Inspection activity endorses the school's prediction that this is anticipated to rise this session for listening and talking and numeracy.
- Staff have focussed on a variety of interventions aimed at improving attainment in numeracy. As a result of work with others in the local authority, and by the numeracy champion in school, a variety of approaches to developing confidence with number have been introduced. Coupled with the opportunities this presents to model effective strategies with other teachers this is showing early signs of positive impact in raising attainment in numeracy.
- Specific interventions focussing on developing early phonics and improvements in literacy have also been introduced which are having positive impact on specific, identified children.
- Staff are at an early stage in using and analysing data to both support their judgement of a level and to identify effective interventions to raise attainment. Senior leaders have begun to track attainment in some areas of the school. This is not yet sufficiently systematic or comprehensive to enable them to make full use of the information collected or to have an accurate overview of attainment over time.

Overall quality of learner's achievement

- The majority of children achieve well in Calderbank Primary School. Achievements, including performing on stage, contributing to whole school assemblies and giving of ideas and opinions during class discussions are valued and celebrated in a wide variety of ways. Children are proud to have their achievements recognised through parental newsletters, 'T with the HT', on the incredible achievement wall, through weekly assemblies and increasingly through social media. In addition the weekly assemblies recognise children developing as confident individuals, successful learners, responsible citizens and effective contributors. As such, activities such as learning about 2D shapes, non-fiction work on castles and making informed choices are recognised and celebrated.
- Children are developing the ability to work as part of a team. Through their active participation in the 'Making a Difference' groups, children learn leadership skills and problem solving abilities. These activities are designed to help children understand their role in school improvement. They regularly take part in locally organised sporting events, often with children from other schools, which helps develop their social skills. They like the House competition where they are rewarded with tokens in recognition of personal achievements.
- Senior leaders are at an early stage in tracking children's participation in wider achievements. They are beginning to recognise and support those who do not participate to make suggestions as to what they would like to be offered. There would be merit in also recognising the skills which children are developing, particularly relating to learning, life and work, as a result of their participation in such activities.

Equity for all learners

- Most staff within the school are committed to reducing any gap in attainment as a result of socio-economic circumstances of the children. There is a need to use and analyse the data available to class teachers further to help identify ways in which they can help reduce such barriers to learning.
- Currently PEF monies are being used appropriately to support additional physical resources in the school such as enhancing technology to support learning, additional resources to support numeracy and the development of the 'Book Nook' to encourage reading for pleasure. Additionally children have been able to experience learning outside the classroom by visiting the local library, Stirling Castle and Glasgow Science Centre. These experiences are leading to improvements in a few children's literacy skills as they are more able to recount events vividly.
- There is now a need to develop a strategic rationale for the use of PEF to enable a more targeted approach to close the poverty-related attainment gap. This will also help to evaluate the impact of this additional funding.

Choice of QI : 2.7 Partnerships

- Development and Promotion of Partnerships
- Collaborative Learning and Improvement
- Impact on Learners

- The school has developed a range of supportive and effective partnerships over the past few years. Representatives from the local church invest their time and experience in supporting the school. They support individual pupils, lead assemblies and help provide focussed activities in the playground. There are positive links with Community Learning and Development (CLD). A range of approaches and interventions undertaken by the CLD officer support individual pupils, family learning and provide positive experiences for children across the school. Opportunities for supporting improved access to free school meals have been provided by working in partnership with the SNOOK free meals programme. The Parent Action for Safe Play (PASP) group has recently trained children in P5 and P6 to become play leaders in the playground promoting positive behaviour and recreational opportunities with their peers. The school has a well-attended breakfast club which creates an opportunity for a positive start to the school day for those who attend.
- The school is committed to developing effective partnerships with parents. Overall, parents are supportive of the school and express willingness to participate in school activities to benefit all the children at Calderbank Primary School. Currently, the Parent Council supports the school with fundraising. It would be helpful if more parents were involved in the broader aspects of school improvement. Planned consultation with parents on refreshing the vision, values and aims of the school will be an important first step.
- The headteacher has identified the need to continue to build on a variety of communication opportunities for parents and the wider school community. Monthly newsletters inform parents of school successes and achievements in both the school and nursery. Parents respond positively to the recently introduced 'snapshot' jotters which give them an opportunity to sample their children's work at school and discuss their learning at home. Open visits to school events, such as the recent 'Scottish Assembly' and weekly assemblies are well-attended by parents and offer a valuable insight into the work of the school. Staff make good use of social media to inform parents of school related activities. The school has recently purchased a school 'app' which will support further information sharing and communication with parents.
- The school's positive relationships and good partnership working support children well as they move to the local secondary school. Children are also supported well as they move from nursery to primary school. This would be further improved by colleagues in the school and nursery class working more effectively together to develop consistent approaches to high quality learning and teaching across the early level.

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.