

Summarised inspection findings

St Andrew's Primary School

North Lanarkshire Council

7 February 2023

Key contextual information

St Andrew's Primary School is a Roman Catholic primary school situated in the town of Cumbernauld, in North Lanarkshire. It includes a non-denominational nursery class. It sits within a shared campus with Cumbernauld Primary School. At the time of inspection there were 181 children in the primary, organised into seven classes, and up to 48 children in the nursery. Just under one third of the school roll live in deciles 2-5 of the Scottish Index of Multiple Deprivation (SIMD) with over two thirds of the school roll living in deciles 7-10. The school received £9,720 Pupil Equity Funding (PEF) this session.

The staff team within the school are very well established. The headteacher has been in post for several years after previously holding both the principal teacher and depute head teacher posts within the school. She is supported by a depute headteacher and principal teacher. Although class committed for 0.2, the principal teacher is timetabled significantly across the school to support children who have gaps in their learning.

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

- Across all classes there are positive relationships between adults and children with the school's ethos underpinned by the Gospel values. Children are proud to be part of St Andrew's Primary School and enjoy their learning. Interactions between staff and children are respectful with adults demonstrating care and consideration towards children.
- Most children participate well during learning activities. They listen attentively to adults and peers during class activities. Most children are confident and articulate when contributing to class discussions. Overall, children are too passive in their learning and require more challenge. Teachers should provide opportunities for children to make choices and decisions within learning experiences. This will support children to take increasing responsibility for and to lead their own learning.
- Overall, the quality of teaching across the school is satisfactory. Teachers provide clear explanations and children understand the purpose of each learning experience. In most lessons, teachers help children to review and build upon prior learning. In a few classes, teachers refer to the key skills that children are developing throughout the lesson. This supports children to make connections between previous and current learning.
- Most teachers use questions effectively to revise prior learning and check children's understanding of new concepts. They plan differentiated activities for children in literacy and numeracy which is helping to provide support for those who require it. Children self-select resources such as cubes or a number line in numeracy to support them when completing calculations. Teachers use digital tools well to support children's experiences and enable them

to access the curriculum. Across all stages, there are children who require more challenge in their learning. Teachers should continue to review their approaches to differentiation. They should ensure that tasks and activities are set at the correct level of difficulty and that the pace of learning is right.

- Support staff support children very well and are sensitive to the needs and wellbeing of children. They provide a range of strategies which are supporting children to practise learned skills and make progress in their learning. They provide sensitive and well-timed interventions to support literacy and numeracy, helping to ensure children make progress in their learning. They would welcome opportunities for professional learning to help them adapt approaches more regularly to continue to meet the needs of children.
- Most teachers provide children with helpful written feedback on their progress. Children are encouraged to use peer and self-assessment during class activities and in written work. It is not always clear how this information is used to help children make improvements in their work. Almost all children report that staff help them to understand their work with most knowing how to ask for help if required. Almost all parents feel that staff support children well in their learning. A few would appreciate clearer information about how to support their child's learning at home.
- Staff working at the early stages are beginning to develop their understanding of play pedagogy. They work closely with practitioners in the nursery class to develop activities that support children to practise skills in literacy and numeracy. Staff would benefit from professional learning using national practice guidance on play to develop further their approaches. This will help ensure experiences planned are developmentally appropriate and allow children to transfer learned skills to their play.
- Senior leaders worked with teachers to develop an annual assessment calendar. Teachers identified, and are streamlining, key assessment information which is gathered throughout the year. They plan ongoing assessment opportunities in addition to diagnostic assessments. Although at the early stages, teachers now use a wider range of summative and formative assessment information. This helps them to gather evidence about the skills and knowledge children gain as a result of planned learning. Senior leaders should continue with plans to support teachers to reflect on and analyse the information gathered as a result of assessments. This will support teachers to identify clearly where children require support and challenge within their learning.
- Teachers have developed helpful curriculum pathways to support them to have consistent expectations about children's learning across the school. They are improving their knowledge of, and skill when using, experiences, outcomes and national Benchmarks to plan learning and assessment opportunities. Senior leaders have developed well-established approaches to moderation with cluster schools. Teachers plan learning experiences and assessment opportunities across the cluster and engage in professional dialogue about the progress children are making. Teachers would benefit from moderating a wider range of curriculum areas with a wider range of schools. This would help them to develop further their understanding of national expectations about children's progress and achievement of a level. This would support the consistency and robustness of teacher professional judgements which are currently not reliable.
- Senior leaders have introduced and are supporting teachers to record children's progress on a newly developed tracking database. Teachers, with senior leaders, use a range of evidence to discuss the progress children are making. They identify children who have gaps in their learning to plan interventions. Senior leaders should support teachers to evaluate more regularly the impact of targeted interventions. This will support staff to adapt approaches

timeously to ensure they are meeting the needs of individuals and groups. Senior leaders should now track cohorts and groups to have a better understanding of the progress they make as a result of planned learning.

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

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- At the end of session 2021/2022, at early level almost all children attained nationally expected Curriculum for Excellence (CfE) levels in reading and numeracy and most children attained in listening and talking and writing. At first level, almost all children attained listening and talking and most children achieved reading, writing and numeracy. By the end of Primary 7, most children attained nationally expected CfE levels in listening and talking, reading and writing and the majority of children achieved numeracy. There is a need to improve children's progress from prior levels of attainment in numeracy.
- Most children requiring additional support are making good progress from their individual prior levels of learning and a few children are achieving nationally expected levels.

Attainment in literacy and English

- Overall attainment in literacy and English is good.

Listening and talking

- Across the school, children communicate confidently, are articulate and interact positively with staff and peers. At early level, almost all children listen attentively to the teacher to follow instructions. As children progress through the school, they make appropriate progress in turn-taking as well as contributing ideas and opinions in group and class discussions. They clearly offer their views and build on the ideas of others in group and class discussions. Overall, children now need to apply learned skills to a progressive and more challenging range of contexts.

Reading

- By the end of early level, most children blend sounds to read simple words. Children now need to apply their reading skills and strategies to a wider range of unseen texts. Most children who have achieved first and second level demonstrate a good understanding of grammar and punctuation. They read aloud fluently and with expression. They discuss key features of texts confidently and as appropriate to their stage. They describe some key features of non-fiction texts. At second level children are confident summarising, predicting, inferring, clarifying and questioning to support their comprehension of texts. Children across both first and second levels need to develop further their skills in taking notes and using these to create new texts.

Writing

- By the end of early level, most children are learning to form letters correctly. They are highly supported in writing sentences. Children now need to write independently, more regularly and for a range of purposes. Most children who have achieved first level demonstrate

increasing understanding of sentence construction and can link ideas in sentences. Most children working within second level make effective use of vocabulary choice and punctuation to engage the reader. Most children across the school write confidently for a range of purposes. They can discuss what they need to do to improve their work. A majority of children across the school need to use punctuation more accurately to ensure their writing makes sense to the reader.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. Across the school, children would benefit from linking, transferring and applying their numeracy skills across a range of increasingly more challenging and meaningful contexts.

Number, money and measure

- By the end of early level, most children use practical materials appropriately and apply a few strategies when adding and subtracting. They can use different units of measurement to investigate and compare sizes of objects. They would benefit from further practice to explain their strategy or process. By the end of first level, most children demonstrate mental agility appropriate for their age and stage. They carry out calculations confidently and accurately using a range of strategies. Children are less familiar with specialised mathematical vocabulary and would benefit from practising multi-step calculations. Most children working towards second level are confident rounding and exploring place value with larger numbers. They are able to understand and apply well links between mathematical concepts. Most children demonstrate sound knowledge of key number facts through accurate mental agility. They are less confident when working with fractions.

Shape, position and movement

- At early level, most children recognise and sort two-dimensional shapes and three-dimensional objects. By the end of first level, most children name, recognise and classify an increasing range of shapes and objects. They can identify right angles in their environment. They will benefit from further practice describing properties of shapes and objects using mathematical vocabulary. Children working towards second level describe and classify an increasing range of angles. They are less familiar with the link between compass points and angles when using directions.

Information handling

- At early level, most children use early counting skills to answer questions about information they have displayed in pictograms. By the end of first level, most children present data appropriately in bar graphs and tables and can extract key information. At second level, most children interpret and draw conclusions from a variety of data. They need practice applying their skills through relevant and meaningful contexts. Across the school, all children would benefit from using digital technologies to gather and present data.

Attainment over time

- Senior leaders gather a range of attainment data for literacy and English and numeracy and mathematics for individual children. They have shared this data with teachers for information purposes however they need to consider how this is used to best meet children's needs. Senior leaders and teachers are yet to track other areas of the curriculum.

Overall quality of learner's achievements

- Children across the school participate in a range of leadership groups. They are developing leadership and communication skills and the ability to work effectively and creatively in a group to achieve set goals.

- Children's achievements are recognised and celebrated regularly in class and at assemblies. Staff track participation in out of school activities and clubs and support children to access these appropriately. Senior leaders recognise that they need a robust system in place to identify and track the skills children are developing. This should support children to make links between their achievements and the skills they are developing.
- Children work well together to gain national school awards such as the bronze Rights Respecting School Award. All children develop citizenship skills working with charity partners such as St Vincent de Paul.

Equity for all learners

- Senior leaders and staff understand the current cost of living crisis. They use PEF well to target approaches to improve children's progress in literacy. Senior leaders now need to work with teachers to track the progress of different cohorts of learners rigorously to inform future interventions.
- Senior leaders and teachers are at the early stages of discussing the progress different cohorts are making from their prior learning. They gather data to identify gaps in learning and plan interventions to close these gaps. They should continue with plans to monitor the impact interventions have on overall attainment. This will support them to understand better and evaluate the progress that individual children and cohorts make.
- Senior leaders ensure that financial constraints do not prevent children from taking part in trips and clubs. This supports all children to be included. Staff continue to work with partners and parents to support families within the community.

Other relevant evidence

- The school provides two hours of physical education using both indoor and outdoor spaces. Senior leaders should continue to consider the balance of indoor and outdoor activities when the hall is in use.
- Children have access to a range of texts through their school library shared with Cumbernauld Primary School. They would like to access and use the onsite library more regularly to extend their reading choices. This will support children to develop further their knowledge of the key features of different genres. It will also help them to read a wider range of texts to support them to discuss and share opinions about their preferences.

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.