

Summarised inspection findings

St Mark's Primary School

East Renfrewshire Council

11 September 2018

Key contextual information

St. Mark's Primary School is a Roman Catholic Primary School. It is situated in St. John's Parish, in the community of Barrhead, East Renfrewshire. Its associated secondary school is St. Luke's High School. In June 2018 the school role was 348, divided between thirteen classes.

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

- Working alongside colleagues from St. Luke's Cluster, children, staff and parents from St Mark's Primary School have devised a new vision, values and aims. These play a prominent and vibrant role in the life of the school and are evident in the respectful and caring relationships which exist between almost all children and children and staff. They are also evident in class charters, the positive learning climate, and the way in which the school seeks to nurture 'every child's unique God given talents'. Children at all stages are well-mannered. They talk with pride about their school and they articulate the school's values well.
- All staff have a good understanding of the school's local context and the needs of individual children. In part, they gain this from working closely with a range of community partners. These include health professionals, clergy and members of the local Parish, and staff from other establishments in the St. Luke's Cluster. Partners speak very highly about the collegial and proactive way in which senior leaders work with them. They also express how joint work is having a positive impact on families and family learning. A few partners are able to share how their work with the school is planned and evaluated regularly.
- The school improvement plan seeks to meet the needs of all children. It takes good account of national and local priorities, and is appropriate and well-considered. Teachers value the collaborative way in which school leaders undertake the planning process and speak enthusiastically about improvement work which is taking place or planned for the coming session. The school is using data effectively to inform strategic planning for continuous improvement. However, there is scope for senior leaders to continue to work closely with all teachers to use the wealth of data which the school is generating in a more targeted way. This should inform ambitious, ongoing improvements for children which lead to improved literacy and numeracy attainment and closing of the attainment gap. There is also scope for the school to make better use of partners in devising and evaluating the success of the improvement plan.
- A key aspect of the school's work this year has been the planning, implementation and evaluation of interventions which have been supported by the Pupil Equity Fund (PEF). A range of strategies have been deployed to support groups of learners and families who are most in need of this support. A school initiative which has been particularly successful is the development of the family room and the range of supports associated with this room.

Additionally, family learning linked to the development of numeracy skills was well-attended and evaluated positively. This was offered in liaison with St. Luke's High School.

- A culture of self-evaluation underpins the work of St. Mark's Primary School. Self-evaluation work includes tracking and monitoring meetings between senior leaders and teachers, classroom observations, learning walks, and teachers reflecting on their practice and engaging in regular dialogue about it with colleagues. Senior leaders are helping teachers to become more adept at analysing and using data to determine how well children are progressing and to plan and provide appropriate interventions.
- The headteacher and the team of senior leaders work well together to provide good leadership to the school community. They are extremely caring and passionate about improving experiences and outcomes for all children. Senior leaders are also supportive of staff. They provide staff with ongoing professional learning, looking inwards at the school's practice and outwards at practice elsewhere to inform the learning of staff. They encourage staff to undertake a range of professional learning, including their leadership of various school committees. Additionally, staff take responsibility for leading school-improvement activities, such as improving early literacy experiences and embedding digital technologies into the curriculum. This is helping them to develop their skills and experiences and increase the school's capacity for change and improvement.
- Professional learning is valued. The headteacher and the depute headteacher have recently completed the 'Into Headship' qualification, and a few teachers are undertaking Masters-level learning. They are using their learning to impact positively on children's progress in learning. For example, learning linked to 'reading recovery' is impacting positively on the attainment of a targeted group of children. Various teachers are informing their practice through research and are leading and sharing practitioner enquiry work well. Senior leaders and staff are keen to align their professional learning to school improvement targets. Teachers also participate considerably in school moderation activities, as well as in moderation activities in the cluster, local authority and nationally. These are helping them to develop a better understanding of standards and the achievement of a level across subject areas. Moderation activities are a key and structured part of the school's work.
- Pupil leadership is good in the school. Children adopt a variety of leadership roles. Senior pupils take on the role of House Captains and Vice Captains. In addition, they are involved in buddying younger pupils and acting as peer mentors. A few children are also Junior Road Safety Officers. All children are involved in leading and participating in a wide range of school working groups and most children participate in school clubs and activities. The working groups are beginning to impact positively on the life of the school. There is also an active pupil council, consisting of children from across the school.

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

- Children are nurtured well and cared for. This is supported by the positive ethos which exists throughout the school, as well as the school's strong focus on children's rights and responsibilities to others. The relationship between staff and children is one of mutual respect. Children are very well behaved, friendly and show good manners. Staff are sensitive to the needs of the children and provide support to them as required.
- In most lessons, learning intentions and success criteria are used well to share the purpose of the lesson. Often, children co-construct the success criteria with teachers. This helps them to understand what they need to learn. Additionally, most teachers use questioning and feedback effectively in lessons to develop children's understanding of their learning. Most lessons are matched to the needs of almost all children through a range of differentiated approaches. Plenaries are used regularly to further support children's learning.
- The consistency in the quality of learning and teaching is variable across the school. In a few lessons the pace of learning and clear expectations are motivating children to engage more fully with their learning. As a result, they are able to engage in more challenging learning activities. However, in a few classes, teachers need to consider the structure and content of their lessons to engage children more actively in their learning. There is a need for staff to continue to share good practice across the school to ensure children enjoy consistent high-quality experiences across all stages and develop skills for more independent learning.
- The school is in the early stages of developing active-learning approaches at P1 through the 'playful pedagogy' approach. This includes a range of teacher-directed, teacher-led and child-initiated learning through practical tasks, group discussions, challenges and games. This learning takes place in classrooms, the Atrium and the outdoor learning space. Staff have recognised the need to continue to develop these approaches to ensure that the learning is focused and purposeful and that children can talk confidently about their learning.
- Teachers and children are confident in using digital technologies to support learning across a range of curricular areas. In lessons observed, children were enthusiastic and used specific programmes, games and tools effectively to reinforce and enhance their learning. Children at P7 spoke enthusiastically about using their own devices in class and the teacher using digital technology to create assessments which provide instant feedback about learning. This information is used by the class teacher to adapt planned learning.
- The senior leadership team have regular, helpful tracking and monitoring meetings with staff three times a year. Progress is tracked against teachers' predictions for individual and group attainment. Appropriate support and interventions are identified to address any concerns regarding children's progress. Teachers amend their learning and teaching plans, taking

account of findings from assessments which identify areas for further improvement. Class teachers are becoming more confident in using this data to ensure that children make good progress in their learning.

- Staff undertake a range of planned moderation activities at school, cluster and local authority level. This is leading to reliability and confidence in teachers' professional judgements. Teachers use a range of summative and formative assessment approaches in their classroom practice to track children's progress. Subsequently, assessment information is used to inform ongoing tracking and monitoring and meetings about this between senior leaders and teachers. Further development of holistic assessments as an integral part of learning and teaching would provide the school with evidence of children's learning against breadth, challenge and application to support the standardised data available.
- Staff are beginning to develop approaches to learning and teaching through 'Building the Learning Power'. This is helping children to have a 'can do' attitude. They are challenging themselves in their learning, through differentiated 'chilli challenges', and they are challenging and supporting one another's learning more effectively.
- Class teachers set homework regularly to support children to consolidate their learning. A range of learning activities are planned across classes.

2.2 Curriculum: Learning pathways

- The school is committed to providing a curriculum which is relevant to all children, responding to their needs and taking account of national priorities, such as Developing the Young Workforce (DYW) and learning for sustainability.
- Learning pathways, based on the experiences and outcomes from Curriculum for Excellence, are in place for all curriculum areas, with technologies being the most recently developed area. A new learning pathway for numeracy has been developed recently within the local authority. Staff plan to introduce it next term to support teachers with the delivery of numeracy across stages. One of the benefits of the new learning pathway for numeracy is that it will be aligned to the National Benchmarks. The school should take forward its plans to align other curriculum-area pathways with the National Benchmarks.
- The principles of curriculum design are evident in the work of individual classes. This is helping to ensure progression in skills and knowledge across the levels of Curriculum for Excellence as children move through the school. Teachers plan and deliver a curriculum which encompasses the four contexts for learning. Opportunities for personalisation are evident across stages and in a range of contexts. Children's personal achievement is important to the school and is promoted, recognised and celebrated very well. This aspect of the school's work is supported and enhanced by well-judged and strong partnership working.
- Children are taught digital learning skills discretely as part of a planned, progressive technologies programme. In addition to this, they also have opportunities to develop and apply digital skills across curriculum areas through accessing a range of digital devices. For example, laptops, digital tablets and virtual reality headsets. In all classes, either blogging or electronic profiling is used to support children to record, share and evaluate their learning.
- Outdoor learning has been a priority in the school and is developing well. Good use is made of the school's outdoor space, local woodland area and country park to enable children to learn in interesting and exciting contexts. Children also benefit from regular outdoor physical education sessions in the Muga pitch.
- Interdisciplinary learning (IDL) is a feature of children's learning at all stages. There is scope to improve the approach to IDL across the school by ensuring that children have a stronger voice in their learning. For example, ensuring that staff provide opportunities for children to contribute to the planning of IDL.
- All senior leaders have received professional learning on Developing the Young Workforce (DYW) and all teachers are aware of the expectations nationally in implementing DYW. The school has recently carried out an audit of the curriculum against the Careers Education Standard. Senior leaders are considering how to take the results of this forward to ensure children's skills for life and work are well-developed and their awareness of careers is being enhanced. The school is forming positive links with businesses, such as Glasgow Airport.
- There is a comprehensive programme of transition arrangements in place, from early years into P1 and from P7 to St Luke's High School. Relevant planning and assessment information is passed on to ensure children's prior learning is taken into account. Additionally close working between practitioners from an early-learning setting and staff from the primary school is strengthening the development of shared pedagogies. Enhanced transitions are organised for a few children to support them effectively.

2.7 Partnerships: Impact on learners – parental engagement

- The school has been developing its approaches to parental engagement. A family room has been established, which provides a welcoming space for families, staff, and partners to meet. Parents run a popular homework club after school in this room. It is also used for hosting termly 'stage coffee mornings' with parents and staff, including senior leaders. The school produces a parental engagement calendar to help parents plan events across the year.
- Most parents who responded to the Education Scotland questionnaire feel the school gives them advice on how to support their child with their learning and the majority report the school organises activities where they can learn together with their child. The school website provides a wide range of resources to support parents in helping their children with their learning. It also provides links to other helpful websites. The school has hosted various workshops for parents to support their children with their learning. This has included workshops on 'Read, Write and Count' for parents of P4 to P7 children and a 'Playing with Sounds' workshop for parents of P2 children. It also hosts 'meet the teacher' sessions for children at all stages and parent and child art sessions for mixed cohort stages.
- The school has employed a Polish speaking member of staff through the PEF. The member of staff translates parental letters and provides a link between home and school for Polish speaking parents who use English as an additional language. The school reports that this has improved the level of engagement of parents with the school.
- The school has achieved a Family Friendly Award at bronze level to recognise the work it has done to promote partnership working with parents and support families in need. It is currently working towards silver level.

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

very 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

- There is a strong sense of family across the school community. This is founded on delivering the best possible provision for all children in the school which reflects the Gospel values. All staff model very caring behaviours and children are shown the highest levels of respect and understanding.
- Across the school, the wellbeing of children is a priority for staff. It is clearly evident that all staff know the individual circumstances and needs of children, as appropriate, and strive to ensure the best possible outcomes for them. School staff and partners have worked together effectively to put in place a range of sensitive and evidence-based interventions to meet the needs of individual children and their families. These include effective collaborations with the Campus Cop, Bikeability and Family First.
- Pupil voice is promoted effectively through an extensive range of school committees and the strong school house system. This is having a positive impact on children's wellbeing. Almost all children report that they are happy and feel safe in school. They show appropriate respect for their peers, their school community and themselves. Children know they are listened to and cared for and that there are adults in the school with whom they can discuss and share any personal difficulties. Staff speak highly of the school and how much they like working there. Those new to the school feel they are very much part of a strong and supportive team.
- Children speak positively about their knowledge and understanding across health and wellbeing. For example, recognising the risks associated with smoking, understanding the importance of a balanced diet, being active and having a range of interests. They are familiar with the language of the wellbeing indicators. School assemblies have been used well to enable senior pupils to speak confidently about the importance of wellbeing, as well as to celebrate achievements. Celebration of achievements is given a high profile. Children value this and acknowledge the positive impact this has on their confidence and self-esteem.
- Inclusion and approaches to equity are strong features of practice. There is a considerable commitment to children's rights and the school has recently gained the recognition of Rights Respecting School bronze level for its work. Across the year, assemblies focus appropriately on rights, disabilities and diversity. Children are able to talk with growing knowledge and confidence about rights and responsibilities.
- Well-embedded nurturing approaches are being used across the school to support children at all stages to strengthen their engagement in learning. Children are developing their abilities to discuss how they feel and identify how they can overcome difficulties if, or when, they occur.

Meditation, restorative practices and the promotion of 'a growth mindset' are used effectively as strategies to ensure the learning environment is always calm and purposeful.

- School staff and their partners have worked hard to provide tailored and bespoke opportunities for individual children to access a wide range of out of class and after school activities which contribute to their health and wellbeing. These include activities based in the local community, including archery and trampolining.
- All staff have a very good understanding of 'Getting it Right for Every Child'. They understand what this means to them, their school and the expectations of how they contribute to ensuring every child at the school receives a high-quality education. Professional learning has supported them very well to develop their understanding of children's social, emotional and wellbeing needs. They understand and comply with legislation to ensure positive outcomes for children and families. The school has robust procedures in place to identify and support children with a wide range of additional support needs. The staged-intervention approach is used well to consider the needs of children and identify appropriate interventions. Individualised educational plans are in place for those children, as required. The school recognises the need to ensure that targets contained within all plans are focused, relevant and inform clearly children's next steps in learning.
- The school is fulfilling the main duties under the Health Promotion and Nutrition Act, to ensure access to drinking water throughout the day, promote the school meals service to parents and children and to ensure the identity of those children entitled to a free school meal is protected. The menu analysis and information provided demonstrates compliance with all aspects of the Regulations.
- Pupil Support Assistants (PSAs) are deployed very effectively to meet the needs of children requiring additional support. They support children in and outwith class, individually and in small groups. The school has used the PEF to employ additional PSAs to promote equity and close the school's attainment gap. For example, supporting children with English as an additional language (EAL), and improving the literacy and numeracy skills of children in the early stages.
- Parents are positive about how the school supports their children's health and wellbeing. Almost all parents who responded to the pre-inspection questionnaires state that the school encourages their children to be healthy and supports their emotional wellbeing. They welcome the inclusive ethos and opportunities to be involved in their child's learning and the life of the school.
- Attendance is carefully monitored and strategies are in place for those children whose attendance is consistently low. While attendance is currently in line with national averages, the school recognises the need to continue to press for better attendance and reduced lateness to further support its strong focus on reducing the attainment gap. There have been no exclusions over the last few years.

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
- equality for all learners

- The overall attainment in literacy and numeracy is good. Most children, including those requiring additional support with their learning, are achieving appropriate Curriculum for Excellence levels. However, there is still headroom for improvement in children's attainment across the school. Inspectors observed learning, sampled children's work, engaged with groups of learners and looked closely at data and assessment information. The inspection team is confident that the data provided by the school accurately illustrates children's progress.
- The headteacher holds tracking meetings three times a year with class teachers to discuss children's progress towards meeting their 'learning pathway targets' within Curriculum for Excellence levels. Appropriate interventions are identified and 'actioned' through these meetings, to address areas of concern. These meetings support staff in ensuring that children's progress is kept on track.

Attainment in literacy and English

- Overall, children's attainment in literacy and English is good. Data provided by the school in June 2018 shows that, by the end of P1, almost all children will have achieved early level in reading, writing and listening and talking. The school reports that, by the end of P4, the majority of children will have achieved first level in reading and writing and most will have achieved first level in listening and talking. By the end of P7, the majority will have achieved second level in reading and most will have achieved second level in writing and listening and talking.

Listening and talking

- Across the school children are articulate, listen well to each other and respect the views of others. In group tasks, they are able to take turns and wait to express their views.
- By first level, most children demonstrate important skills in listening and talking. They show confidence and awareness of audience when engaging in conversations. Children at second level can use persuasive language successfully when debating.

Reading

- The school has recognised the need to improve approaches to the learning and teaching of reading and have been developing the skills of staff in this area.
- At early level, children can identify phonetic sounds and decode words confidently.
- At first level, children are confident in reading aloud and predicting what may happen next in a text. They can make inferences from what they have read and justify them. Children use punctuation well to read with expression.

- At second level, children can discuss differences in plot, character and setting between books and films with confidence. Children can describe their favourite authors and give valid reasons for their choices.

Writing

- Children across the school write for a range of purposes and are developing their skills in writing successfully as they move through the stages. From P3, children can write extended pieces of writing. Appropriate supports and writing frames are used across the classes to help children in their writing and children are encouraged to challenge themselves to use the least support they need to write as independently as possible.
- At early level, children are adopting a structured approach to developing their writing skills. This involves over-writing and copying. By the end of P1, the majority of children are able to write a few sentences independently. Children can identify writing for different purposes.
- At first level, children can identify nouns, pronouns, proper nouns and conjunctions in their writing. They can describe how to improve their writing by selecting different adjectives and using different sentence structures.
- At second level, children can confidently self and peer assess their writing against success criteria. Feedback from the class teacher also helps children to 'up level' their writing. Children can evidence where their writing has improved as a result of these approaches. Children are confident in their knowledge of simile, metaphor and personification. Children can select the appropriate format, style and language for different genres.

Attainment in numeracy and mathematics

- Overall, most children, including those requiring additional support with their learning, are making good progress in numeracy and mathematics as they move through the school. Data provided by the school for June 2018 shows that, by the end of P1, almost all children will have achieved early level in numeracy. By the end of P4, most children will have achieved first level and, by the end of P7, most will have achieved second level in numeracy.

Number, money and measurement

- Children working at early level can understand what is meant by capacity and can sort containers in order of increasing and decreasing capacity. Most children working within the first level are able to accurately calculate change from a given sum of money appropriate to their stage. A few need further practice in this to ensure they can do it in a more timely fashion. Children working at this level are familiar with an appropriate range of units of measure. They can express time in analogue and digital clock confidently. Children secure at second level can perform mental calculations of addition, subtraction, multiplication and division appropriate to their age and stage quickly and accurately. They demonstrate a secure knowledge of fractions, percentages and decimals and can convert easily from one form to another. They are confident in identifying units of measurement.

Shape, position and movement

- Children working at first level are able to identify and name a range of simple 2D shapes and 3D objects. They can describe the properties of these well. However, they do need to consolidate their learning on identifying types of angles in simple shapes. Children secure at second level are able to calculate the perimeter and area of a variety of shapes. They are able to use appropriate mathematical language to describe shapes and the properties of shapes.

They can calculate complementary angles with confidence. They are also confident at plotting coordinates.

Information handling

- Across the school, children are encouraged to gather information, present it in tables, pie charts and graphs and analyse information appropriate to their stage. Children secure at second level are familiar with a suitable range of graphs. They have had experience of using digital tools to record and organise data. They can describe the use of spreadsheets and how these can be used to compose graphs.

Problem solving

- Children secure at first level can explain with ease a range of problem-solving strategies which they can use when solving written mathematical problems.

Attainment over time

- Attainment data was provided by the school for literacy and numeracy for the most recent six-year period, including this current academic session. The school is not yet in a position to provide such data for other curriculum areas. It recognises that its attainment data for literacy and numeracy is becoming more reliable as teachers are developing confidence in making robust professional judgement about achievement of a level. The school continues to work towards gathering Curriculum for Excellence level data for other curriculum areas, using National Benchmarks to support it with this work.
- The school is data-rich. Senior leaders scrutinise data the school has gathered over time and data provided by East Renfrewshire Council. This data is analysed very well by senior leaders for individual and groups of children. For example, trends of attainment are analysed in different ways such as focussing on gender, Scottish Index of Multiple Deprivation data zone residence and children who use English as an additional language. Data, including that from standardised tests, is used to determine areas of development for children and areas of learning programmes which need further developed. The school is also provided with S3 and S4 attainment data for St Luke's secondary school, broken down into associated primary schools' data, with a view to reviewing attainment over time. Although the school is data-rich and analyses its data carefully, it needs to ensure that the data is used fully to ensure that all children are supported well to reach their potential.

Overall quality of learners' achievement

- Children are developing well across the four capacities of Curriculum for Excellence through a wide range of opportunities provided by staff and partners. These include cultural, sporting, leadership, citizenship and musical experiences. Children's achievements, both within and beyond school, are celebrated in various ways. This helps them to feel valued in the school. Children across the school demonstrate caring attitudes towards others through significant fundraising for local, national and international causes.
- The school tracks children's participation in out-of-class activities and monitors those who are at risk of missing out. Staff ensure that all children are encouraged to participate in activities outside of the classroom, building on their talents and interests. Children, particularly those at the upper stages, can articulate a few of the skills they are gaining through experiences within and outwith the classroom. A next step for the school would be to ensure that all children are aware of the skills they are developing, to help them be involved in planning how their skills can be developed over time.

Equity for all learners

- The school's comprehensive and manageable tracking system makes useful data available to teachers and senior leaders on an ongoing basis, to support the 'excellence and equity' agenda.
- The PEF has been used in a range of ways to raise the attainment of literacy and numeracy and enhance the health and wellbeing of individual and groups of children. The school's PEF priorities are comprehensive and diverse. Whilst the impact of the school's work is still being evaluated, there has been notable impact in a few areas. In particular, the school's strategy to employ a Polish speaking member of staff has been successful.

1.1 Self-evaluation for self-improvement

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential.

- collaborative approaches to self-evaluation
- analysis and evaluation of intelligence and data
- impact on learners' successes and achievements

- Senior leaders work closely with children, staff and parents to ensure that all aspects of the life of the school are evaluated regularly in order to bring about improvements for children.
- There is a strong culture of self-evaluation at St. Mark's Primary School. This is underpinned by staff reflecting on and discussing their practice on an ongoing basis. In addition, staff reflect on and discuss one another's practice, as well as looking further afield to examine practice from other schools in the local authority and beyond. Children are also evaluating their work regularly, in classes and through their involvement in working groups.
- Self-evaluation is also underpinned by a comprehensive calendar of quality assurance activities, which includes reviews of children's progress, monitoring and tracking meetings between senior leaders and teachers, learning visits and peer learning visits, professional dialogue meetings, development groups, audits and various strategies to seek stakeholders' views. These activities link closely to the quality indicators from How good is our school? (4th edition) and the Professional Standards issued by the General Teaching Council for Scotland.
- Learning visits, which involve senior leaders, take place twice a year. Over and above this, peer learning visits take place once a year. Learning visits involve teachers demonstrating aspects of their practice which they wish to share and receive feedback on. A senior leader and another colleague give them feedback, as well as discussing wider aspects of their learning, teaching and assessment.
- Collaborative approaches to self-evaluation also include the way in which school leaders and staff evaluate progress linked to the school improvement plan. Working together, they examine the school's progress and they plan collegiately. Parents and children are also invited to share their views as part of the school improvement-planning process. There is scope to further involve partners in this process over the coming year.
- Recently, the school has benefitted from a local authority validated self-evaluation visit. During this visit, staff worked closely with the local-authority team to evaluate the school's work and to discuss improvement strategies. Following this visit, the school has made good use of the evidence which was gathered and synthesised to inform and develop aspects of practice. This includes providing useful feedback to teachers on learning, teaching and assessment to further support their learning.

- The school is collecting a wide range of self-evaluation evidence. This includes data linked to both teacher judgement and a variety of standardised tests. Senior leaders value this data highly and show skill in analysing it carefully to determine children’s levels of attainment and progress. The school uses this data to inform and plan well-targeted interventions for children. However, there is scope for the school to use the wealth of its evidence in a more structured way to inform short and long-term targets relating to school improvement planning.
- The school can show evidence of improvement based on actions taken as a result of self-evaluation. Many of these actions relate specifically to PEF initiatives. Examples include the improved attainment of children as a result of engaging with ‘Reading Recovery’, greater cohesion in the learning of children at P1, following close work between the nursery and the primary school, an improvement in parents’ skills in numeracy following family learning initiatives, and an improvement in the attainment and competence of EAL children across literacy and numeracy due to the targeted approaches to learning and teaching.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.