

Summarised inspection findings

St Francis Xavier's RC Primary School

Falkirk Council

5 March 2019

Key contextual information

St Francis Xavier's RC Primary School and Nursery Class is a large denominational school close to the town centre in Falkirk. At the time of the inspection the school roll was 424 with the nursery being registered for 40 children in the morning and 40 in the afternoon. The school grounds are extensive, varied and well used. However, many parents expressed concern over the poor fabric of the building.

1.3 Leadership of change

excellent

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

- St Francis Xavier's RC Primary School is a school where there is a strong feeling of a community of adults who care deeply about the children in their care and put their emotional and social wellbeing at the heart of all they do. All staff, whatever role they play in the school, show a strong commitment to the school and doing the best for all children across the school and nursery. As a result, children learn and thrive in a happy environment where they are well supported to achieve as well rounded individuals. The school's mission statement and values, underpinned by the Gospel Values, is evident in the life and work of the school. The school population is made up of children from the catchment area plus a number of placing requests. Staff provide high quality and often innovative support to all children. This includes a high number of children with English as an additional language (EAL), children who experience barriers to learning and those from SIMD (Scottish index of Multiple Deprivation) 1 and 2.
- The headteacher provides innovative, passionate leadership to the school. She has gained the confidence of staff, parents and children across the school community. She has established a happy and safe learning environment for children where expectations for all are high. She has a strong commitment to developing the professional learning of all staff, with many engaging in further study. This is having a positive impact on teaching and learning across the school. There is a strong history of underpinning all work in St Francis Xavier's RC Primary School with sound research to inform practice. The headteacher has established a strong team of staff who are very hard working and are committed to improving the school. Together they have a clear focus on improving learning and teaching. They have recently refreshed assessment for learning approaches across the school and focus clearly on making learning and thinking visible within lessons. As a result children receive high quality learning and teaching in most classes and in a significant number of lessons experience excellent teaching, which is resulting in improved attainment. Staff respond well to the headteacher's nurturing and positive approach to school leadership. The headteacher is well supported by the very effective depute headteacher who carries out his wide remit effectively. Of particular note is the effective way in which he tracks the attainment of all children to inform staff tracking meetings and interventions to improve outcomes for children.

- The headteacher and staff are committed to collaborative working and highlight the benefits of joint working with staff from cluster schools. The cluster of schools has an agreed improvement plan to help manage the pace of change, workload of staff and share expertise across schools. Together with other schools in the cluster they have funded quality professional learning. For example they recently received input on adverse childhood experiences which supports their focus on improving the provision and outcomes for children in their school. Staff across the cluster work well together sharing expectations, standards and expertise. This provides staff with opportunities to lead learning across the cluster and Falkirk Education Authority. A number of staff have been involved in national projects and as a result now lead these in school. For example, the development of the resilience programme and its subsequent use across the school. The headteacher and depute headteacher take a lead role in the in the local authority leadership programme. The headteacher has made a significant contribution to the creation of Catholic Education resources and the accompanying national professional learning for staff. Commendably all staff across the school are encouraged and willingly take on leadership roles and opportunities to allow them to develop their professional expertise.

- Staff and the leadership team have a regular programme of quality assurance and self-evaluation to ensure there is a clear focus on school improvement. The leadership team regularly review classroom practice, children's work and assessment of children's progress. Staff are provided with useful feedback to help improve their work. Staff work well in trios to support each other improve learning and teaching. They plan well together in stage groups and moderate the standard well within stages, across stages and across the cluster. Staff have an outward focus on school improvement and regularly visit other schools and other education authorities to learn from good practice. As a result there is strong pedagogy evident across the school which is resulting in happy engaged children who are achieving very well in their learning.

- The headteacher and depute headteacher successfully ensure that every child's progress in literacy, numeracy and wellbeing is carefully tracked. There is clear assessment and identification of next steps in all curricular areas. Information from standardised tests, along with classroom assessments and teachers' judgements, are used to inform and track expected progress. The senior leadership team have regular discussions with each class teacher, focussing on children's progress and discussing the most appropriate planned interventions. This is leading to children across the school making very good progress in their learning and improving their social and emotional wellbeing. Interventions to support all children, including those funded by the Pupil Equity Funding (PEF) are tracked thoroughly to ensure maximum impact on learners. Staff have a clear understanding of the socio-economic context of the school and take equity for all seriously. They have looked at ways of ensuring no child misses out on experiences due to cost. They are well informed about the gaps in attainment and have a clear raising attainment strategy across the school.

2.3 Learning, teaching and assessment

very good

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

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

- The headteacher and staff have developed a very positive, nurturing ethos across the school. The cluster vision and values alongside the school mission, are underpinned by the Gospel values. This results in very positive and respectful relationships between children and staff. Children across the school are very well behaved, polite, confident and articulate. They are proud of their school and eager to share the story of their school with visitors. Children who spoke to inspectors were clear about the strengths of their school and the impact of their work on school improvement. Opportunities, such as the Blether Buddies and cluster events, give children meaningful ways to contribute to the wider school community. Almost all children are highly motivated and keen to learn. In most lessons children are appropriately challenged in their learning. There is a strong commitment from all staff to support children's resilience and wellbeing.
- Overall, the quality of learning and teaching is very good. In a significant number of classes learning and teaching is excellent. Almost all lessons are well planned and appropriately paced. Activities meet the needs of almost all learners. In almost all lessons teachers use effective questioning to promote higher order thinking. In most lessons teachers differentiate learning and their teaching to ensure the right level of support and challenge. Across the school, a range of learning and teaching approaches are used including whole class and group teaching, opportunities for children to work independently, in pairs and collaboratively in groups. Building on the very good practice staff should continue to develop further their approaches to quality assurance, such as their learning trios and lesson study model, to continue to improve consistency of learning and teaching across the school. In most classes teachers have developed approaches to involve children in planning their learning, for example, the use of big and little questions in science and social studies. There is some very good practice across the school where children lead learning and learn through real life contexts. We ask that they continue to develop these opportunities across all stages and classes.
- A range of software packages are used to enhance learning and teaching across the curriculum. In all lessons, interactive whiteboards are used well by teachers to motivate and engage learners. Teachers have started to use shared learning platforms to support pupil collaboration. Plans to work towards the Digital Schools Award will further develop the use of digital technology across the school. Digital learning is a strong feature of interventions for children who require support with their learning.
- Children across the school benefit from opportunities to learn with and from each other. For example, P6 and P7 digital leaders support P1 and P2 children during information and technology and communication lessons. This group are now planning a lunchtime club to develop the skills of children in P4 and P5 to extend this work. Clear learning intentions and success criteria are shared at the start of all lessons. In the best practice children co-create

success criteria with teachers. This develops further their understanding of themselves as learners. In almost all lessons, teachers provide written or oral feedback to children through plenary sessions or informal learner conversations. Across the school children have opportunities to peer and self-assess. The school has correctly identified the need to improve the quality and consistency of feedback to learners across the school. This will ensure feedback supports children to reflect purposefully on their learning.

- Clear, consistent guidance on assessment, planning and pedagogy has been developed and shared with all staff. Teachers plan for assessment across all curricular areas. Assessment evidence is used to plan next steps in learning and is shared at points of transition. The school has strong systems for monitoring and tracking progress of groups and individuals. Last session all teachers engaged in cluster work on creating holistic assessments with a focus on the quality rather than quantity of assessments. Examples of good practice have been shared across the cluster. Staff should continue to develop approaches to holistic assessment across the curriculum that extend beyond a focus on individual experiences and outcomes. Snapshot jotters are used three times a year to capture the progress children are making across the curriculum. Children and parents use these jotters to record evaluative comments about progress and to set targets.
- Cluster working is a strength of the school. Staff have regular opportunities to work with colleagues across the St Mungo's cluster to agree expectations and standards in a range of curricular areas. Cluster work to develop approaches to learning and teaching is strong. For example, cluster development work on science has led to an increase in staff confidence and an improvement in consistency in the teaching of science across all stages.
- Approaches to planning, tracking and monitoring are robust. Long and short term planning is used effectively to plan for progression and depth. Teachers across the school plan with stage partners and have been actively involved in developing progression pathways that take account of national and local guidance. Teachers and senior leaders meet termly to evaluate learning and discuss next steps for groups and individual learners. Interventions to support children with barriers to their learning, and higher achieving children, are planned and evaluated to ensure maximum impact. Teachers' termly planning takes account of cluster priorities. This ensures improvement priorities are linked directly to improvements in learning and teaching.

2.2 Curriculum: Learning pathways

- Across the school, children receive a broad and balanced curriculum which gives children access to their entitlements within Curriculum for Excellence. The rationale for the school has been recently revised and is providing a clear shared understanding of what the school is trying to achieve across all contexts of learning. The curriculum is shaped by the local context and the Catholic values of the school.
- Staff have been involved in developing progression pathways with other schools within Falkirk Council. This supports teachers in planning a breadth of experiences across the curriculum. As they are developed by teachers, agreed high standards are shared. Teachers make good use of the developed pathways to inform planning for progression. The school's approach to interdisciplinary learning offers a comprehensive, skills-based programme across the curriculum. In the best examples, inter-disciplinary learning (IDL) is used effectively to challenge learners to apply their literacy, digital literacy and numeracy skills in unfamiliar and meaningful contexts. As a result, children can talk about links in their learning and how they transfer skills across areas of the curriculum. Across the school children experience an annual focus on a local and global context for learning. As they improve approaches to IDL further staff should look at more ways to make learning relevant to children in Falkirk. Across the school, children are provided with a range of opportunities to develop important skills for learning, life and work. The skills and expertise of parents and partners are used well to raise awareness of the relevance of this work. Staff have made strong links with national bodies such as Scottish Schools Education Research Centre (SSERC) to support their development of science, technology, engineering and mathematics (STEM) subjects
- Transitions are planned very effectively to support children as they move across the school and into P1. Relevant planning and assessment information is passed on to ensure children's prior learning is taken into account. Enhanced transitions are organised for a few children moving on to new classes and to S1 to minimise anxiety and support them to move on successfully.
- 1 plus 2 languages is being implemented in a planned and progressive manner. Gaelic is taught to P1-P4 and a lunchtime club is provided for those who wish to extend their learning. Children confidently speak other languages as part of their daily routines such as ordering lunch. Of particular note is the involvement of parents in workshops for Spanish.

2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council is very supportive of the school. They undertake a variety of fundraising activities and organise events for children and families, for example, discos, a family night and a winter fair. Commendably, the Parent Council identified the need to ensure they were representative of the school community. They worked in partnership with Empowering Scotland's Ethnic and Cultural Minority Communities (BEMIS) a third sector organisation, to engage families for whom English is an additional language. As a result they feel they are now representative of the school community.
- The school provides a range of opportunities for parents to be involved and engaged in children's learning. Active social media feeds, school newsletters and learn alongside your child events support parents in understanding what and how their children learn. In pre-inspection questionnaires most parents report that they feel the school takes account of their views when making changes. When introducing a new homework approach, senior leaders sought the views of parents using questionnaires and further changes were made as a result of feedback. There is scope to continue to increase parental involvement in school improvement planning.
- Parents are actively encouraged to participate in the life of the school. Parents are involved in the school's World of Work Week. The lending library, credit union and art club are run by parents. Senior leaders have worked with the community learning and development team (CLD) to identify ways of developing parental engagement.

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

3.1 Ensuring wellbeing, equality and inclusion

excellent

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

- St Francis Xavier's RC Primary School is a highly nurturing school. The headteacher and her staff are very passionate and dedicated to ensuring the wellbeing of children and their families is central to their work. All staff are aware of the needs and challenges faced by some of children, and are sensitive and speedy in responding to these needs. All staff aim to ensure that children have an enriched, fulfilling and happy school experience built on a Catholic ethos. Staff support this aim very well by building children's personal, social and emotional wellbeing in many different ways. For example, through the positive and caring climate within all classrooms and the targeted high quality individual support for children and their families. In addition, children are well supported by the focussed child centred school planning led by the headteacher and senior leadership team.
- Staff build very supportive relationships with parents and children and as a result there is a very positive climate of mutual respect with shared values. During the inspection visit children demonstrated consideration for others around them, both inside the school building and in the outside areas. There is a very strong focus on offering emotional support using a restorative approach within and out with class time. This results in almost all children being calm, and motivated by and engaged in learning almost all of the time. Children are very clear they have someone to talk to whenever there are challenging situations or worries affecting their everyday lives.
- Almost all children are very positive and praiseworthy of the school and the staff. Teachers have a very good understanding of wellbeing and this is strongly underpinned by the school's vision, values and aims. Commendably staff use the wellbeing indicators in their everyday language. Children are familiar with the language of the wellbeing indicators and explore these in detail in assemblies and as part of the school's health and wellbeing programme and Religious Education in Roman Catholic Schools (RERC) programme. Appropriate and pertinent links are made with children's understanding of The United Nations Convention on the Rights of the Child. The school approach to developing a positive mind-set is enabling children to be reflective about their own wellbeing and they are relaxed about identifying and sharing influences that might impact on their wellbeing.
- Building children's resilience is an important aspect of the school and this is achieved in a number of ways which includes, giving children leadership opportunities and through the delivery of curricular topics and themes with a health and wellbeing focus. A resilience programme, written in partnership with Strathclyde University and used widely across Scotland, helps children to deal with change and bereavement and is a strength of the school.
- The nurture provision in the therapeutic playroom 'TP', supported by the pupil equity fund, provides a very caring and supportive learning environment for all children. This is a strength of

the school. The dedicated staff in the TP room provide high-quality support for children in a nurturing and homely environment. There is clear evidence that children who learn in the TP room make significant progress in their personal, social and emotional development. Children are developing their social skills, wellbeing, literacy and numeracy skills very well. This is resulting in them being included more fully in the life of the school and making improved progress in their learning.

- Focussed assessments charting children's social and emotional development are used regularly for a few children to track and monitor the progress of children's learning in the TP room. This ensures staff have a clear understanding of the impact of pupil equity initiatives on children's health and wellbeing. 'T in the TP', to support attendance and late coming to school, is having a positive impact on learners. Children across the school can access the TP for quiet time or to reflect on their day, others are provided with targeted support for their wellbeing and for literacy and numeracy. This results in all children valuing the time that they have in the TP and recognising the benefits it has in preparing them for learning. The newly introduced Lego station enables children to take meaningful time to reflect on and self-regulate their behaviour.
- Teachers have an accurate picture of children's learning in health and wellbeing linked successfully with the RERC programme. They use wellbeing webs very well with children to identify where further learning is needed, for example in nutrition, mental health and substance misuse. Staff use this information very effectively to plan next steps in children's learning. The school sensitively addresses diversity issues and disability through God's Loving Plan, STEM activities and mixed gender sports teams.
- All children benefit from accessing regular learning activities outdoors. They are often involved in activities in a local care home, going on trips locally and further away to extend their knowledge and give them opportunities to apply their skills and become more globally aware.
- Staff have a very good understanding of legislative requirements. The school has highly effective procedures for identifying and supporting children who may require additional support, led very effectively by the senior leadership team. The school uses a staged intervention model which supports children to make best possible progress. Children's plans are used to identify and record targets for children identified as requiring additional support. There is further scope for parents to be more involved in the co-creation of these targets along with their children. The quantity and quality of RERC is also well considered and appropriate.
- The senior leadership team maintains meticulous records which document and monitor children's progress. The progress of children receiving specific programmes of support, including those facing additional challenges and barriers to their learning through economic, social or family circumstance, is carefully tracked and monitored. Together with the staff they record significant information to provide a clear picture of each child's needs which are used to inform future interventions and support. There is compelling evidence of the impact of personalised interventions for children with barriers to learning in making very good progress in their learning. Support for learning assistants are deployed effectively to meet the needs of children requiring additional support. They support children in, and out-with class, individually and in groups. This is leading to children who require additional support accessing their learning and making very good progress. The school has used PEF to employ additional support for learning assistants and they are deployed very well to promote equity and close the school's attainment gap. The support for learning teacher supports this area of the school's work very well. Strong partnership working also helps to support children who may require additional support in learning. The school provides well for children who have English as an additional language, their acquisition of language is monitored and tracked well allowing for appropriate interventions to support learning. Good use is made of adults who speak their

home language to translate and support children and families as they gain confidence in English.

3.2 Raising attainment and achievement

very 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

- Overall attainment in literacy and numeracy is very good. Most children across the school achieve early level in reading, writing, talking and listening. Overall most children at the early level and the second level make very good progress in their learning in numeracy. At the first level the majority of children make very good progress in numeracy. Almost all children are making very good progress from their prior levels of attainment. Children who face barriers to their learning are making very good progress as a result of the targeted approach to raising attainment and supporting children with barriers to learning.

Literacy and English

- Overall, attainment in reading is very good. Children at the early level are gaining confidence in the tools for reading. Most children are using their knowledge of sounds and letters to read words and use picture cues well to support their understanding of new texts. As they move through the school, children demonstrate fluency and effective expression in their reading and can scan texts to find words. At first level, children decode words by trying familiar letter patterns. At the second level, children talk enthusiastically about the books they are reading and why they have chosen the book or the author. They read fluently and share thoughts about structure, characters and setting as well as describing in detail the main ideas contained within texts. The shared book in P7, 'The Breadwinner', is engaging children well and providing a valuable insight to the life of girls in Taliban led Afghanistan. Children at second level enjoy reading a range of texts, including fiction and nonfiction. Throughout the school, children are encouraged to borrow books from the local library and book swapping activities ensure that all children have access to a wide range of books.

Writing

- Across the school writing is good. Increased staffing to support improvements in writing is having a positive impact. At early level children enjoy regular practice where high standards of presentation are set. Most can create a simple sentence using capital letters and full stops. Across the school children enjoy writing about their personal experiences. They respond well to the well-chosen contexts for writing, and are clear about their targets for improving their writing. Most children at the first level are able to use a range of openers and connectives and use simple punctuation well. Most children at the second level can explain the importance of writing, they understand the importance of grammar, vocabulary and writing style to engage the reader. The school now needs to focus on the layout and presentation of written tasks. Staff have correctly identified the need for a more consistent approach to the teaching of writing across stages.

Listening and talking

- Overall, listening and talking across the school is very good. Most children are developing and applying their skills in listening and talking across their learning very well. Across the school, children are confident and articulate. They interact very positively with each other through co-operative team work and they demonstrate regularly their ability to listen well to each other, offering considered opinions in a very respectful manner. They express their views and enjoy talking to each other and to their teachers. Most listen well to instructions. At early level, children engage well with others in class. Most children working towards the first level contribute well during discussions, offering opinions and preferences clearly and audibly and most listen well to others. Most children at first and second level respond well to a range of questions both literal and inferential. At second level, children are confident to offer their own viewpoint whilst considering the views of others on given topics. They demonstrate very good listening and talking skills, such as making eye contact and using appropriate pace and tone, when working with their younger paired reading partners.

Numeracy and mathematics

- Overall, most children who do not have significant barriers to their learning are making very good progress in numeracy and mathematics as they move through the school. Data shared by the school shows that by the end of P1, P4 and P7 most children without significant barriers to their learning will achieve appropriate Curriculum for Excellence levels. Numeracy has been established as a priority for improvement across the cluster to ensure that there is a planned and progressive approach to the teaching of numeracy. The school has been successful in ensuring children are more aware of the use of numeracy and mathematics in real life situations.

Number, money and measurement

- At the early level, most children can count up to 20 objects and recite numbers. They can count in ones and some can estimate the number of objects in a group without counting. Some children can combine two groups of numbers to find the total and make good use of practical materials to support them to achieve this. Most can write numerals to 20 correctly. At the first level children can round whole numbers to the nearest 100 and estimate by rounding to find the answer to addition and subtraction examples. They can identify and use money to solve problems involving the total spent in a shopping situation and calculating change. They demonstrate an understanding of the commutative law and have a good knowledge of times tables. However, they need to develop more fluency in and confidence in the 5 times tables. Most can use the correct notation for common fractions and understand that fractions are equal pieces of a whole. They were less confident in finding simple fractions of a whole number. Children are confident in using strategies to add and subtract two digit numbers mentally.
- Most children approaching the end of the second level, can multiply and divide numbers to two decimal places by 10 and 100. They make use of a number of strategies to undertake mental mathematics problems. This is undertaken quickly and with confidence. They can calculate simple and more difficult percentages of a quantity and use this knowledge to solve problems in everyday contexts. Their knowledge of multiplication tables is very good. They can read and record time in both 12 hour and 24 hour notation and convert between the two confidently. They have a very good understanding of basic algebra, calculating speed, distance and time and properties of a range of angles. Children understand the importance of numbers in their everyday life and for their future life. Almost all children are encouraged to think about why they are learning set concepts. Agreed mathematical language is used with all children at all stages; this is an area of continued focus for both the school and the cluster group.

Shape, position and movement

- Children at early level are developing the language of shape, position and movement and can recognise common two-dimensional shapes. At first level, children have a good understanding of the properties of two-dimensional shapes and three-dimensional objects, including side, face, edge vertex, base and angle. They can identify symmetry in pictures and find more than one line of symmetry in a shape. They are less confident in measure. At the second level, children can identify two-dimensional shapes and three-dimensional shapes objects within the environment. They have a good knowledge of different triangles and can discuss their properties confidently.

Information handling

- Across all stages, children are able to collect, display and interpret data. At the early stages, children make graphs using real objects, counting, and comparing. At first level, children can collect data to create simple bar graphs. Older children make use of, and interpret, increasingly complex data. They use tally marks and have sound knowledge of a range of graphs including venn diagram, pie chart and line graphs. They are confident to discuss the most appropriate graph for different types of data.

Attainment over time

- The data provided by the school supports the inspector's view that most children are making very good progress in their learning against national expectations. Attainment over time has been measured very effectively. The head teacher and depute headteacher display a sound awareness of how data is used to challenge individual teacher's professional judgments at planned tracking meetings throughout the year. These meetings facilitate high quality discussions on the progress of children, impact of interventions and impact of additional staffing.
- Staff make good use of a range of assessments including standardised assessments to support their professional judgement of a level. Staff are confident that their data is reliable and robust.

Overall quality of achievement

- There is a clear focus on the development of children's achievement across the school. Children's achievements are celebrated at Spotlight assemblies and the Twitter feed. The snapshot jotters enable parents and children to celebrate success across the curriculum. Partner agencies support the work of the school. For example there are links with the local college contributing to children's aspirations for future employment.
- Children develop leadership skills through a variety of buddy arrangements. Children develop empathy and communication skills through their work as Blether Buddies at the local care home. They achieve sporting success through regular active schools clubs and participation in community events and are successful in local music festivals. The GLEE work has been recognised at school and authority level. The charity work on behalf of Scottish Catholic International Aid Fund (SCIAF) develops a sense of global citizenship and develops life skills such as budgeting and numeracy. Children develop a range of life skills being part of the young engineers programme and the credit union.

Equity

- All staff share a sound understanding of the socio-economic and cultural contexts of families and actively seek to remove barriers. A concise and well-coordinated plan for PEF has been shared with the Parent Council. In recognition of the cost of the school day, steps are taken to

reduce the cost of coming to school and they work hard to ensure cost does not prevent participation in clubs etc. for all children. A residential visit for P7 is made available to all children enabling all children to develop life skills of teamwork and participation.

- The progress made by identifiable groups of vulnerable children or children who may be facing barriers in their learning is tracked systematically. Staff are deployed effectively to support targeted groups and impact of interventions is effectively measured. As a result of the interventions, additional support needs discussions are more focused and better informed.

Choice of QI: 3.3 Creativity and employability

This indicator focuses on a range of significant skills for learning, life and work which children and young people should increasingly be able to demonstrate as they move through their learning pathways. A key feature is learners' ability to apply their skills in a range of contexts, including in unfamiliar settings. Learners understand the importance of these skills to their future lives and to local, national and global economies.

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability

Creativity skills

- Creativity, entrepreneurship and innovation is increasingly embedded across learning in the school. Several partnerships have been formed across a variety of sectors: church, local businesses, charities and other schools and education centres. These valuable partnerships are formalised through a Partnership Agreement which clearly states the intended outcomes for both partners. These partnerships enhance the curriculum. Work should continue to strengthen these partnerships to ensure that all children benefit from the positive impact of them.
- In classrooms, children are encouraged to be resilient in their conversations with staff and peers. Critical thinking is further extended through the work being undertaken on making the learning and thinking more apparent in classes. Both initiatives have been measured to assure impact and staff confidence has improved in how they enhance higher order thinking skills within the classroom. Providing children with opportunities to be more resilient in their learning has changed the conversations in classrooms. Children are showing greater confidence in their ability to answer the 'why' questions around their learning and those who spoke to inspectors, particularly in the upper stages of the school, demonstrated these skills readily and with understanding.

Digital innovation

- Children at all stages are provided with opportunities to work individually and in teams to create solutions to problems. Within the TP, a group of children are working collaboratively to fund the creation of a Football Pool. They have been supported to lead this initiative which provides a meaningful context to their growing entrepreneurship. Staff use this as an opportunity to monitor this group's emotional development, offering support where necessary. The development of creative problem solving is ongoing and the school should continue with their plans to expand in this area. As their digital resources continue to grow, the school should continue to engage with the children's own expertise which provides the stimuli for future activities.
- The school should continue with its coding activities through clubs and the STEM groups. The shared learning platform offers opportunities for increased engagement with staff groups and social media is proving effective in engaging parents. Plans for expanding these opportunities for all children, including nursery children, to develop skills and take on ownership in these areas will further enhance children's experiences and knowledge. Children have led parent workshops on how to create a QR code and there is scope for them to lead more community learning in the future.

Digital literacy

- The school has engaged with community police officers who worked with children to build awareness regarding staying safe online, thus supporting the children's ability to make informed decisions. Internet safety work should continue to ensure that the children's needs are met across the whole school and is reactive to the ever-changing nature of our digital world.
- Training children as Digital Leaders has allowed them to lead the development of all aspects of Digital Literacy. They have led workshops for parents, helped younger pupils in ICT lessons and been given opportunities to engage in the development of the school's plans for Digital Literacy. This group of children attend the Camelon Education Centre to ensure they are up to date with what is available to them.
- Twitter is used regularly by all classes across the school. These updates provide meaningful feedback to parents regarding the school day. There have been times when children have been given responsibility for updating the twitter feed (e.g. on a residential trip) and the school should continue to explore ways in which to continue this work. Several online resources are used to enhance and reinforce classroom learning. The school offers opportunities to use some of these out with the school day through homework tasks or extended use hours.
- In the majority of classes, children's learning is enhanced by teachers' creative use of digital applications. There is scope to develop further these practices consistently across the school, including the nursery, as part of the school's continued drive to improve its practice in relation to digital literacy.

Increasing employability skills

- Skills for learning, life and work are given a key focus in the school and are embedded creatively into teaching through discussions in class. Inspectors observed lessons where most taught skills were related to the real world and given a context beyond the classroom. The school's work on promotion of resilience in learning supports children to recognise their skills and set goals for themselves.
- The school promotes opportunities to engage with their family community by organising Parent and Carer days where the children complete questionnaires with their families to discover more about the occupations of the adults in their lives. Some parents then come into school to share more about their jobs with the children. The school also encourages students from Forth Valley College, St Mungo's High School and teacher training universities to work with their children. These partnerships offer children the opportunity to see others learning and developing.
- When possible, the school books sessions at Sky Academy Studios which provide the children with the opportunity to work on all aspects of producing a televised news report. The skills taught in these sessions can be fostered within the school through staff and child expertise; work to expand into other IDL projects should continue.
- The school is at an early stage of planning a skills progression framework, which focuses on employability skills; this work should be continued. Teachers articulate well the benefits of developing these skills, and work to enhance planning and assessment to track and monitor these skills more effectively for all children is ongoing. Advice was given on resources available and the 3-18 Career Education Standard.

Practice worth sharing more widely

The strong approach to professional learning with a clear focus on improving learning and teaching which is having a positive impact on the number of outstanding lessons experienced by children in the school.

Strong approaches to cluster working which is allowing them to pull resources e.g. PEF money to provide quality professional learning for staff which is having a very positive impact on the nurturing ethos of the school and how children displaying challenging behaviour are developed.

The 'TP' room which has been shortened from therapeutic play room. This room focusses mainly on supporting the social and emotional needs of children. However, it is used widely and children can earn tickets to use the room. As a result the TP room is perceived positively by all children as it is a place that they all learn within.

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.