

Summarised inspection findings

St Bridget's Primary School

Glasgow City Council

14 March 2023

Key contextual information

St. Bridget's Primary School is a denominational school situated in the Baillieston area of Glasgow. The school is part of Glasgow's St Andrew's Learning Community and aligned to the St Ambrose High School cluster, which is situated in North Lanarkshire. Almost all of the children transition to St Ambrose High School. The school catchment area includes homes within all deciles of the Scottish Index of Multiple Deprivation (SIMD). Around 20% of children attending the school live in deciles 1 and 2. In January 2023, the school roll was 424 children, organised across 16 classes. The senior leadership team consists of a recently appointed headteacher, a full time depute headteacher, a part-time depute headteacher and a principal teacher who was undertaking a part-time acting depute headteacher role. The headteacher took up post in September 2022.

1.3 Leadership of change

satisfactory

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

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

- The recently appointed headteacher is an experienced and capable senior leader. In the short time she has been in post, she has established trusting and productive relationships with children, staff, parents and existing partners. She has gathered a wide range of views and data to accurately identify the strengths of the school and key priorities for improvement. Working closely with the local authority, she has established a clear plan to support transformational change. She is committed to working collaboratively with the whole school community to implement well-considered change and achieve improved outcomes for all children. The headteacher has established a constructive dialogue with the Parent Council and the wider parent body. The Parent Council are very supportive of the school and keen to contribute to improvements.
- Children, parents and staff welcome the appointment of the new headteacher and comment favourably on the positive impact of her leadership on the ethos and relationships throughout the school. Staff and parents appreciate improvements in communication and a more collaborative approach. Staff feel supported, motivated, listened to and valued by the headteacher. They are keen to develop their skills further and very willing to undertake professional learning and practitioner enquiry to improve practice. Staff value the open and solution-focused approach of the headteacher, as well as the direction and clarity she provides in terms of standards and expectations.
- The headteacher recognises the need to review and refresh the school's vision, values and aims. This will help to ensure they are relevant to the current context of the school whilst remaining closely aligned to Gospel values. The headteacher is committed to working with the whole school community to raise aspirations for all children. Once established, the shared values can underpin the work of the school and inform future developments, including a planned review of the curriculum and pedagogical approaches. The headteacher has recently implemented processes to support teachers in their planning and daily practice. As a result,

staff recognise the benefits of greater consistency in approaches across the school. Recently introduced opportunities for high quality professional dialogue between the headteacher and staff are welcome and valued by teachers. The headteacher is responsive to staff's requests for professional learning and is keen to support teachers in monitoring and evaluating the impact this has on children's outcomes.

- The headteacher has identified quickly the need to improve leadership and self-evaluation across the school. There is limited evidence that leadership of change over recent years has improved outcomes for children. An important first step for promoted staff is to introduce effective and consistent approaches to the planning of high-quality learning and teaching. This should include a whole school assessment strategy which identifies a wide range of assessment approaches. This will help to improve children's learning experiences and raise attainment for all. There is currently limited reliable data on children's progress or prior learning to accurately identify gaps or improvement priorities. The headteacher recognises the need to ensure the whole school community contributes to effective self-evaluation going forward. She is introducing robust approaches to monitoring the work of the school which will fully involve the staff team as well as children, parents and partners.
- The headteacher has correctly identified the need for senior leaders to work together more closely as a team in order to provide effective strategic leadership and direction. It would be beneficial to revisit the remits of all staff, promoted and non-promoted, to identify opportunities for leadership roles across the whole school community. This would help to improve the pace and effectiveness of change. Once agreed, senior leaders should ensure that remits are carefully monitored and rigorously evaluated to ensure that the work of promoted staff is leading to positive change.
- There have been limited opportunities in the past for children to lead or contribute to improvements across the school. As a result of the new headteacher's consultation with children, there are recently introduced opportunities for children to lead groups and clubs and take an active role in the wider life of school. Children talk positively about these developments and are excited by plans for their future involvement in decision-making and change.
- All staff know children and their families well. However, they do not yet consider fully the socio-economic circumstances of learners when planning, tracking and monitoring children's progress. The headteacher has established that Pupil Equity Funding (PEF) has been used to enhance staffing across the school. However, to date, the deployment of this resource has not been targeted at closing the poverty-related attainment gap. No measures are in place to monitor the impact of additional staffing on children's progress and attainment. Going forward, the headteacher has a plan to use PEF more effectively to support the progress of children who may be adversely affected by poverty.
- With the continued leadership and direction of the headteacher, the school is well placed to improve. However, current approaches are not sustainable. We have asked the local authority to review how they can best support the school to accelerate progress for important areas for improvement. While the headteacher has made a very impressive start, there is a need to address areas of strategic leadership promptly to meet the needs of all children.

2.3 Learning, teaching and assessment

weak

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

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

- There is a calm, nurturing ethos across the school. Staff and children share mutually positive relationships. Most children are well-mannered and respectful. All classes have developed charters linked to children's rights. Older children can identify a few children's rights and give examples of what these mean and how they are relevant to themselves. As planned, staff should support the school community to review and refresh the school values and link these as appropriate to their work on children's rights. This should help to ensure values are embedded in the work of the school and are meaningful and relevant to the whole school community.
- Most children are eager to learn and participate well with their learning. Teachers provide clear instructions in whole class lessons. Too many lessons are resource based and teacher led. In a few lessons, teachers provide activities at different levels. These are not yet of a high enough quality to meet the needs of all children. Children enjoy opportunities to work together in groups and pairs when given the chance to do so. Teachers need to provide a wider range of learning activities which are well-matched to all children's needs. They should ensure all children experience appropriate support and challenge in their learning.
- In most lessons, teachers share the purpose of learning activities and how children will know if they have been successful. This information is not always clear enough for children to fully understand what is expected of them. As a result, children cannot always identify if they have been successful in their learning. Most teachers provide a range of written and verbal feedback to children about their work. This feedback is not yet of a consistent standard to help children know what they have done well or how to improve. As planned, staff should develop their use of high-quality feedback which helps children to make progress in their learning.
- Children welcome a few opportunities to learn outdoors. For example, they enjoy measuring in the playground and drawing local landmarks. There is significant potential to develop children's outdoor learning skills further. Staff are at the very early stages of developing an outdoor garden area which all classes will access regularly. Teachers should plan progressive outdoor learning activities on a more regular basis. Senior leaders should work with the local authority to explore how the indoor and outdoor learning environments can be further improved to enhance children's learning experiences.
- Most teachers use predominantly closed questioning techniques to establish children's knowledge. As planned, teachers should develop further their questioning skills. This should help them to use a wide range of questioning techniques to deepen children's thinking skills.
- Teachers are not yet implementing a play-based approach to learning at the early level. They should engage with national guidance, including Realising the Ambition, to support them to review their learning environment and enrich children's learning experiences. Senior leaders

and staff should consider developing approaches to children's learning across the whole early level.

- Older children use digital technology well to support their learning. The digital leaders and digital ambassadors work with teachers and children to raise awareness of useful digital tools and strategies. Older children enjoy using online tools to record and share their learning. For example, children in P6 and P7 are producing short animations to retell familiar stories successfully. Children in P7 are beginning to use online tools effectively to develop their understanding about skills for learning, life and work. Most teachers use digital technology, such as interactive whiteboards, successfully to support whole class lessons. Staff have recently introduced a timetable and progression framework to support planning for technologies. This should help all children to access digital devices regularly and develop their digital skills further.
- The headteacher has made a positive start to developing opportunities for a few children to take on leadership roles across the school. For example, children in the newly established Positive Action Group take on roles in the canteen to ensure the smooth running of lunchtime processes. A few children have carried out a learning walk through the school with the headteacher and a range of teachers. They plan to use the information gathered to inform developments in learning and teaching across the school. All children would benefit from opportunities to develop leadership and a range of other skills.
- Most teachers support children to use a range of self-assessment methods to identify how successful they have been in learning activities. All teachers use a range of summative and, recently introduced, standardised assessments for literacy and numeracy. This informs their professional judgements about children's progress and achievement. Whilst assessments are aligned to Curriculum for Excellence (CfE) experiences and outcomes, staff are at the early stages of developing confidence in using them. As a result, teacher's professional judgements are not yet reliable. The headteacher has correctly identified the need to develop a whole school assessment framework. This should help all teachers to have a consistent approach to assessment across the school.
- Teachers welcome the recently introduced progression frameworks linked to CfE experiences and outcomes and National Benchmarks to support planning in all curricular areas. All teachers recognise these progression frameworks will help them to plan more effectively for children's progress. Teachers are not yet engaging in a planned programme of moderation activities. Staff should continue with plans to engage in moderation at school and cluster level to help them develop a shared understanding of children's progress through CfE levels.
- The headteacher has recently introduced a robust calendar of meetings with all teachers to discuss children's progress in literacy, numeracy and health and wellbeing. The headteacher and teachers at P1, P4 and P7 have made a successful start to these meetings. They use data gathered to identify gaps in children's learning in literacy and numeracy. Teachers are beginning to work together to provide targeted interventions for children with gaps in learning at these stages. It is too early to identify the impact of these interventions. The headteacher plans to meet with all teachers to monitor children's progress and plan appropriate interventions as required. Staff are not yet identifying and using robust information to monitor and support the learning of children facing additional challenges. This includes children living with financial hardship, care experienced children or children with English as an additional language.

2.2 Curriculum: Learning pathways

- Over recent years, the absence of clear learning pathways in all curricular areas has impacted on children's entitlement to a relevant and progressive broad general education. The headteacher has identified as a priority, the development of a curriculum which reflects the current context of the school and meets the needs of all learners. Building on the recent curriculum audit, she has planned professional learning to develop a whole staff understanding of the curriculum at St Bridget's Primary. The new planning formats for all curricular areas will help staff to plan relevant learning experiences that support progression for all children.
- The headteacher recognises the need to introduce progressive pathways across the early level to ensure more effective transitions in learning from nursery to P1. Staff across the nursery and at P1 need to work more closely together to build on children's prior learning.
- There is a need to review how interdisciplinary learning is planned across the school. Teachers should revisit CfE guidance to plan relevant contexts for learning which support children to apply their skills and knowledge and ensure depth of learning.
- The school has a digital learning and teaching strategy. This should be revisited to ensure that it is still relevant and leads to a progressive approach to the digital journey of the school. Children learn French and Spanish as part of the '1+2' languages initiative. A few classes also learn basic Makaton signing to support inclusive communication.
- All children are timetabled to receive their entitlement to two hours of physical education per week. There have been recent opportunities for children to participate in tennis and dance with external coaches. Senior leaders should monitor children's learning experiences in physical education closely to ensure these are of a consistently high quality.

2.7 Partnerships: Impact on learners – parental engagement

- Staff share mutually positive relationships with parents. Parents value the increased range of strategies school staff use effectively to keep them informed about the work of the school. These include monthly newsletters, social media platforms and digital applications. A minority of parents would like earlier notice of diary dates. As staff develop further their curriculum rationale and vision and values, they should involve all parents. This should help parents to have a deeper understanding of how shared values underpin the curriculum and work of the school.
- Parents welcome the increasing number of opportunities to engage with the school in person this session. This includes opportunities such as the 'classroom visit and coffee morning' and face to face meetings with teachers. Parents of children in P1 find sessions which support their understanding of how the school approaches learning informative and helpful. A minority of parents would like more regular and timely updates on their child's learning and progress. Parents value opportunities to engage with the headteacher informally in the playground or at community events.
- The Parent Council updates parents regularly on their work through the use of social media. They appreciate the updates on the work of the school being provided at their meetings by the headteacher. They welcome the openness and transparency of these reports and are supportive of her plans for improvement. The Parent Council are keen for all parents to have opportunities to be fully involved in contributing to school improvement.

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

weak

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

- Across the school, there are supportive, nurturing relationships between almost all staff and children. Children throughout the school are friendly, articulate and well-mannered. They are considerate of one another and of visitors to the school. Almost all staff treat children fairly and with respect. Most children say the school helps them to become confident and almost all children say that they enjoy learning. The headteacher has a strong focus on supporting and improving children's wellbeing. Staff model behaviour which promotes and supports the wellbeing of all. They recognise the need to develop further their skills and understanding of additional support needs to ensure that the needs of all learners are met effectively.
- Children are at the early stages of developing an understanding of the wellbeing indicators to enable them to discuss and better reflect on their own wellbeing. Whilst these are on display in most classrooms, staff do not yet use the wellbeing indicators effectively to improve outcomes for all children. All staff should continue to embed the language of the wellbeing indicators in daily school life.
- Most children and almost all parents are confident that children feel safe in school. Most children indicate that they have someone in school they can talk to if they are upset or have any concerns. Almost all staff are fully aware of their role and responsibilities in ensuring the safety of children. Almost all children and most parents report that the school deals appropriately with bullying or that they have never experienced bullying.
- Following the COVID-19 pandemic, the school has re-engaged effectively with the parish and the Sacramental programme to support children's understanding of Gospel values. Classes are now timetabled to attend mass on a regular basis. Parents welcome the return of these visits and speak positively about how this supports children's sense of community.
- Teachers need to take greater account of the range of children's needs within their classes. They need to ensure that learning experiences and the classroom environment meet more effectively the needs of all children. Staff should be supported to develop an effective universal offer of support across the school. They need to become more creative and aspirational in their practice. This would enhance children's opportunities for success and achievement.
- The headteacher is at the early stages of developing an effective whole school system to identify children who require additional support for their learning. Existing child plans highlight targeted interventions for individuals. In a few of these plans, targets need to be more specific and measurable. Parents are aware of decisions made about their child. A few parents would value more opportunities to be involved in discussing and planning support for their child. A minority of parents feel their child does not receive the help that they need to do well. It is not clear what impact interventions have for children. Children's progress in relation to planned

targets should be reviewed and measured more regularly to ensure interventions are effective and lead to improved outcomes for individuals.

- The headteacher has recently introduced bespoke timetables to ensure that support for learning workers provide appropriate support for individual children and small groups. Support for learning workers are enthusiastic and keen to support children well. They would welcome further training to ensure that they are fully skilled in meeting the needs of all children.
- Staff are beginning to engage with the United Nations Convention on the Rights of the Child (UNCRC). Classes have created class charters however a more consistent approach is needed to ensure all children fully understand their needs and rights under the UNCRC. The headteacher recognises the need to review and refresh the school's positive behaviour policy to ensure consistency across the school and to promote positive relationships. This should be linked to the school's refreshed values and the work being undertaken on children's rights.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- Most children feel that the school teaches them to have a healthy lifestyle. During health and wellbeing lessons, children have opportunities to consider aspects of healthy lifestyles and making choices. The headteacher has identified that children would benefit from being more active and has introduced a range of additional physical activities. She is engaging with Sports Scotland to support this. The headteacher has recently introduced a system to track children's experiences in health and wellbeing. Staff should develop this further to track and monitor all aspects of children's health and wellbeing to ensure their needs are better met.
- As a result of annual training and guidance, almost all staff understand and apply the statutory requirements and codes of practice in relation to child protection. The headteacher is developing robust systems to support child protection procedures and keep children safe. The senior leadership team are engaging with local authority colleagues to support a consistent and shared understanding of what is expected and how this might affect children and families. Senior leaders should ensure that they consider care-experienced children for a coordinated support plan, in line with legislation.
- Overall, the level of children's attendance is below the national average. The headteacher monitors attendance rigorously and works closely with partner agencies to address this. She is developing her knowledge and understanding of the challenges that children and families face. The headteacher is sensitive to circumstances and individual needs, offering support where appropriate.
- Children across the school do not yet have a consistent understanding of equality, inclusion and diversity. As staff develop the curriculum, they need to ensure children have increased opportunities to understand, promote and celebrate diversity. Staff should ensure that children fully understand their place in the world as global citizens. This will help children to develop further their skills and understanding to tackle discrimination and intolerance.

3.2 Raising attainment and achievement

weak

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

- Children's attainment in literacy and numeracy demonstrates some important weaknesses. Attainment data provided by the school for literacy and numeracy indicates that almost all children are achieving in line with expected national standards and making good progress. However, the attainment data is not reliable and children's attainment is significantly lower than reported.
- The majority of children across all levels are making satisfactory progress in literacy and English and numeracy and mathematics. However, a majority of children are capable of making greater progress.
- The headteacher recognises the need to ensure teachers' professional judgements are informed by more robust assessment evidence. Teachers are at the very early stages of using National Benchmarks to evaluate confidently children's progress.

Attainment in literacy and English

Listening and talking

- At early level, the majority of children listen to their teachers well and follow instructions. A few children become disengaged when listening as a whole class. At first and second levels, the majority of children can talk about their experiences with adults and each other. A few children lack confidence to contribute their ideas. Across all levels, a significant minority of children find it difficult to take turns and talk over others when discussing in groups. At second level, children are developing presentation skills well. Across the school, all children would benefit from more focused teaching in listening and talking skills.

Reading

- Children working towards early level are beginning to recognise initial sounds, to blend sounds and develop their sight vocabulary. They need increased opportunities to retell familiar stories in different ways. At first and second levels, most children can talk about their favourite authors and clearly enjoy reading. The majority of children at first and second levels need support to achieve more depth of understanding in reading and to develop their higher order reading skills.

Writing

- The majority of children at the early level are developing their letter formation well and have the opportunity to write regularly. The majority of children at first and second levels complete successfully the spelling, comprehension and handwriting tasks they regularly undertake. Across first and second levels, children need to write at length more regularly and for a wider range of purposes. They need to explore a range of genres, using vocabulary and structures

appropriate to the context. All children would benefit from increased opportunities to apply their writing skills in different contexts.

Numeracy and mathematics

Number, money and measure

- At early level, the majority of children can count to 50. They are aware of key symbols associated with addition and are developing strategies to support them to add mentally. They require support to correctly form numbers and increase their confidence and knowledge of subtraction. At first level, most children can confidently partition and order numbers to 1000. They can accurately estimate the measurements of everyday objects and are familiar with the units of measure for volume, area and weight. There are significant gaps in their understanding of fractions and money. At second level, the majority of children can recognise the value of digits in numbers with decimals to three places. They are less confident about fractions, area and perimeter.

Shape, position and movement

- At early level, most children can identify, sort and describe most common two-dimensional shapes and a few three-dimensional objects. They can use positional and directional vocabulary successfully. At first level, the majority of children can identify up to two lines of symmetry in patterns and shapes. They require support to identify different angles. At second level, most children can describe key features of a circle and identify lines of symmetry in given shapes. They are less confident in identifying and drawing angles.

Information handling

- At early level, most children can match and sort items in different ways. They need more opportunities to present information using a variety of formats. Children at first level are aware that there are different ways to display data gathered in a survey. They need to develop a better understanding of the variety of ways to present this information such as through graphs and other charts. At second level, most children demonstrate an understanding of probability and chance and can describe approaches to gathering data. They need increased opportunities to apply their learning to a range of real-life contexts.

Attainment over time

- Attainment data gathered over recent years relates to CfE levels of attainment and indicates a continuous upward trend in attainment over the last five years. This data is not robust and does not provide a reliable picture of children's attainment over time. Senior leaders and teachers need to continue to develop approaches to gathering data that will accurately illustrate attainment over time for all children.

Overall quality of learner's achievements

- There are limited opportunities for children to celebrate their achievements. A few children are developing leadership skills through recently established pupil groups and lunchtime clubs. P7 children competently act as 'buddies' to support P1 children in a variety of ways. Further opportunities are supported by staff in school such as choir, football and gymnastics. The headteacher has correctly identified the need for pupils to profile their achievements and record the skills they are developing, to support their understanding of themselves as learners.
- Senior leaders and teachers do not yet track children's achievements both in and out of school. They need to take steps to identify gaps in opportunity for groups and individuals. The headteacher has proactively initiated contact with external partners to identify opportunities to support children at risk of missing out.

Equity for all learners

- The headteacher knows the context of the school well. Senior leaders must ensure that all staff have an accurate picture of the current context of the school, in particular an awareness of the cultural and socio-economic context of children and families. Staff need to use this knowledge to support equity for all learners.
- There are important weaknesses in the ways that the school uses resources to promote equity. PEF has been used in previous years to enhance staffing. Staff are not clear which children meet the criteria to access PEF support. There is no evidence to demonstrate the impact of PEF on children's attainment. The headteacher recognises the need to review how PEF is used. Staff need to track rigorously the attainment of identified individuals and groups to monitor and evaluate the impact of interventions.
- The headteacher has planned effectively a variety of ways to support children and families who face financial hardship. She should continue to raise parental awareness of the range of information and support available.

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.