

Summarised inspection findings

St Paul's (Shettleston) Primary School

Glasgow City Council

16 May 2023

Key contextual information

St Paul's (Shettleston) Primary School and Nursery Class is a denominational primary school serving the Parkhead, Shettleston and Tollcross areas of Glasgow. The school roll is 381 children across 16 classes. Sixty-six percent of children live in Scottish Index of Multiple Deprivation (SIMD) one and two. Senior leaders are aware of a significant number of families living out with SIMD one and two who are facing financial hardship. The senior leadership team consists of a headteacher, a full-time depute headteacher, and two depute headteachers who share one full-time equivalent role. They are supported by two principal teachers and an acting principal teacher. The acting principal teacher post is funded through the Pupil Equity Funding (PEF). The headteacher has been in post for 10 years.

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

- All staff share a strong focus on developing positive relationships across the school. They have created a welcoming, nurturing and inclusive learning environment for all children. Senior leaders and children seek the views of all staff, parents and children about the vision, values and aims of the school each year. This helps staff to ensure the vision, values and aims remain relevant to the current context of the school community. They have aligned the school values to the core Gospel virtues of faith, hope and love. All staff ensure the vision, values and aims are embedded in the life of the school.
- Senior leaders seek the views of all staff, children and parents about key areas for school improvement. Staff have a range of opportunities across the school year to reflect on and evaluate current practice. They use How good is our school? 4th edition to support them in this self-evaluation. Senior leaders should develop more rigorous approaches to ensure they review and monitor the impact of school improvement work more regularly. This should help to ensure the pace of change is appropriate and planned improvements are embedded successfully.
- Senior leaders have clear remits and responsibilities to support improvement across the school. All staff engage in regular professional development discussions with senior leaders. Together, they identify key areas of strength and personal interest to support leadership across the school. All teachers take on a range of leadership roles enthusiastically. This is supporting senior leaders to develop a wide range of areas of school improvement, such as digital learning and enterprise. As part of ongoing quality assurance processes, senior leaders need to develop further how they monitor and review the impact of teacher leadership across the school.
- Most children have opportunities to develop their leadership skills through participation in a wide range of school improvement committees. For example, sports leaders and a committee

with a focus on developing children's rights. Children working in these groups identify action plans to develop their area of focus. They ensure they seek the views of all children on a range of planned school improvements linked to the work of the leadership groups. For example, sports leaders consulted all children on what resources they would like in the playground to help them to develop their physical skills during break times. A group of children and teachers lead the school community effectively to develop their understanding of children's rights and how they can be embedded in the work of the school. They have developed a strong model of self-evaluation and improvement. Teachers should help children to build on this model of leading change in all leadership groups. Senior leaders should develop opportunities for all children to take leadership roles across the school.

- A few teachers have engaged in research to improve aspects of learning and teaching. For example, as a result of professional learning, a few teachers now use specific questioning at key points during learning activities to identify children's understanding of new concepts before moving on. They share their findings from research with the rest of the teaching team to develop further practice across the school. All teachers are keen to try new strategies to support children to achieve success in their learning. Senior leaders should continue to develop their quality assurance processes further to identify more clearly the impact of this work on improving children's attainment and achievements.
- All teachers engage in peer observations and regular planning discussions to share practice across the school. All teachers have recently engaged in peer observations to improve teaching of writing to help raise attainment in writing across the school. Senior leaders engage regularly in informal discussions with staff about learning and teaching and how they can improve. Senior leaders now need to ensure they develop more rigorous approaches to monitoring the quality of learning, teaching and assessment across the school. This should help staff to maintain consistently high-quality learning and teaching in all classes. Senior leaders seek the views of children and parents regularly about key areas of school improvement. They use information gathered effectively to identify key areas for school improvement.
- All staff share a strong understanding of the unique context of the school and the challenges families face as a result of poverty, hardship and the COVID-19 pandemic. They work effectively with partners to support children and families facing financial hardship. Senior leaders make effective use of PEF to support raising the attainment of their most disadvantaged children. This includes through targeted support, additional staffing and health and wellbeing programmes. This is helping individuals affected by financial hardship to make progress in their learning.

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

- There is a warm, friendly and supportive ethos across the school. Almost all children speak positively about their learning and their experiences in school. All staff share a clear understanding of children's rights and how these link to the work of the school. Almost all children demonstrate a strong understanding of children's rights and what they mean for themselves as individuals.
- Most teachers provide a range of motivating and engaging learning experiences both in the class and outdoors. Almost all children are engaged and motivated by their learning. In the majority of lessons, children work well together in activities that are relevant to the context in which they live. In a few lessons, learning is overly teacher-led. This results in a minority of children who are too passive in their learning, particularly when activities lack sufficient pace and challenge. Almost all children work effectively in pairs and small groups, when given the chance to do so. Teachers should provide further opportunities for all children to be more independent and actively involved in their learning. Almost all teachers ask children what they would like to learn more about. Children across the school know that their views are sought, valued and acted upon.
- Most teachers use digital technology successfully as a tool for learning and teaching. Across the school, most children use digital technology confidently to enhance and support their learning. For example, children use features of digital technology such as reading aloud functions and digital matrix codes to help them to access learning resources independently.
- Teachers are not yet implementing a play-based approach to learning across the early level. Teachers should engage with national guidance, *Realising the Ambition: Being Me*, to develop the learning environment, quality of children's experiences, and interactions between staff and children. This should help them to enrich children's learning experiences through a play-based approach.
- In almost all classes, teachers share the purpose of learning activities and how children will know if they have been successful. In a few lessons, teachers need to ensure that the purpose of learning activities clearly identifies the skills and knowledge the children are developing. Across the school, teachers should involve children more fully in identifying what they need to do to be successful. Teachers need to provide regular opportunities for children to self-assess their work. This should help children to understand how well they are learning and what they need to do next to make further progress.
- In most classes, teachers use a range of questioning techniques effectively to check understanding, extend learning and develop children's thinking skills. In most lessons, teachers help children to reflect on their learning. Overall, teachers provide effective, timely feedback to support children's learning. Children talk positively about how this helps them to improve.

Children set targets in literacy, numeracy and mathematics, and health and wellbeing every term in personal learning plan booklets. These targets now need to be more specific to help children identify which skills they are developing. Teachers should help children to review these targets more regularly to identify how well they have developed from the previous targets. This should help children to be clear about the progress they are making in and what they need to do next.

- Teachers use a range of assessment approaches well to measure children's progress and attainment in literacy and English and numeracy and mathematics. Senior leaders have an assessment overview in place and teachers plan for assessment of learning as part of their planning procedures. Senior leaders have correctly identified the need to review their assessment framework. This should help all teachers to have a consistent approach to assessment across the school. Teachers should provide further opportunities for children to use their skills and knowledge in range of new and unfamiliar contexts.
- Teachers plan together in stages, over differing timescales, using a consistent approach across the school. Teacher's planning indicates well how learning will meet the needs of all learners. Teachers seek the views of children regularly about what they already know and what they would like to learn next. Teachers use Curriculum for Excellence (CfE) experiences and outcomes and national benchmarks well to inform their judgements. All teachers engage effectively in a planned programme of moderation activities within and out with the school.
- Senior leaders and teachers meet regularly to discuss children's progress across all areas of the curriculum. They make effective use of data gathered to identify gaps in children's learning in literacy and English and numeracy and mathematics. In doing this, they monitor and support the learning of children facing additional challenges well. This includes children living with financial hardship, care experienced children or children with English as an additional language. Senior leaders and additional support for learning staff provide targeted interventions for children with gaps in their learning. This is helping children with gaps in their learning to make good progress.

2.2 Curriculum: Learning pathways

- Teachers use local authority and school progression learning pathways for all curricular areas, which are linked to CfE experiences and outcomes. They use these effectively to plan for progress in children's learning in literacy and English, numeracy and mathematics and health and wellbeing. Senior leaders should develop further the use of all learning pathways to ensure teachers provide experiences which help children to build on their prior learning across the curriculum.
- Children are not currently getting two hours physical education each week. Senior leaders and teachers should ensure that all children receive their full entitlement to two hours of high-quality physical education per week.
- Senior leaders and teachers have correctly identified the need to review their approaches to linking learning across curriculum areas. As part of this review, staff should identify how they will incorporate further children's skills for learning, life and work, learning for sustainability and career education across the curriculum. This should provide children with more opportunities to use and apply their skills in a range of new and relevant contexts.
- Across the school, children benefit from regular opportunities to learn outdoors. Senior leaders and teachers have used additional funding well to resource their outdoor garden. Children welcome opportunities to learn about the local environment. For example, children in P3 visited the local park to see how it had changed over time. Senior leaders and teachers should now develop a progressive outdoor learning programme. This will help teachers and children to identify and understand the wide range of skills they are developing and ensure progression in their learning outdoors.
- Teachers work effectively with colleagues to support children well as they come to school from early years settings or move on to secondary school. Children with additional support needs benefit from enhanced engagement programmes with secondary schools to support them as they move from P7 to secondary school. Across the school, teachers share relevant information about children's attainment, wellbeing and individual needs as they move from one stage to the next. This helps children to settle quickly in new classes as they move through the school. Parents report that staff support children who are new to the school well.

2.7 Partnerships: Impact on learners – parental engagement

- Parents welcome the positive relationships all staff have with children and themselves. Almost all parents say staff treat their child with respect. Parents benefit from useful advice school staff provide to help them to support children's learning at home. For example, senior leaders provide useful information which helps children and parents to access online platforms for homework.
- Staff use a range of communication tools well to keep parents fully informed of the life and work of the school. For example, staff use social media, text messages and newsletters to update parents regularly about the work of the school
- The Parent Council supports the work of the school effectively to ensure no child misses out due to financial hardship. Senior leaders use funds raised by the Parent Council to subsidise school trips and events. Parents welcome the opportunities for the Parent Council and wider parent body to share their views with school staff to support school improvement. For example, senior leaders organise annual parental consultations to review the school's vision, values and aims to help identify key areas of priority for 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

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

- Children are proud to be part of St Paul's (Shettleston) Primary School. They are polite and courteous and keen to engage with visitors. Most children know who they can speak to if they have worries or are upset about something. All staff share a clear focus in promoting and nurturing children's health and wellbeing. They ensure all classrooms have a calm corner, a class charter created by children which reflects children's rights, and recognition walls to celebrate children's successes. This helps staff to provide children with a safe learning environment where everyone's rights are valued. Staff and children share very positive relationships, and this results in a very supportive culture and ethos where children feel confident and supported.
- Across the school, staff are improving wellbeing outcomes for children. They know children well and have a good understanding of their strengths, family circumstances and individual needs. Staff engage successfully with a range of partners to support children and families who require additional help. For example, they worked effectively with a local charity to develop children's and parents' understanding of healthy eating. Staff and partners provide a range of after school clubs which support children's health and wellbeing and provide opportunities for children to participate in events out with school.
- Across the school, all children use a shared framework to identify their feelings each day. Teachers use this information effectively to identify those children who need support and provide help at the time of need. Almost all children are becoming increasingly skilled at identifying their emotions and use strategies well to help them feel better. As a result, almost all children are calm and ready to learn each day and after breaks.
- The school has gained accreditation for its work to develop children's and staff's understanding of children's rights. Across the school, all children and staff have a strong focus on ensuring they meet children's rights in all that they say and do. Staff and children link these rights well to all aspects of school life. Across the school children use the language of the rights regularly in their interactions with others.
- Children are at the early stages of developing an understanding of the wellbeing indicators to help them to discuss and reflect on their own wellbeing. Staff are beginning to use the wellbeing indicators to improve outcomes for all children. They now need to help children learn the language of the wellbeing indicators and how this links with their lives. This should help children to use a shared vocabulary to discuss and reflect meaningfully upon their own wellbeing and that of others.
- All staff engage in annual training to help them understand and apply the statutory requirements and practice in relation to child protection. They fulfil these duties well. Children's

attendance is below the national average. Senior leaders are proactive in addressing attendance concerns and offer support to families as required. As a result, the level of attendance is improving. Senior leaders should refresh their knowledge of statutory plans. They should ensure all children with one or more complex needs, including those who are care experienced, are considered for a coordinated support plan.

- Senior leaders work effectively with multi-agency partners to provide planned packages of support for identified children. Senior leaders use PEF to provide additional support for children who have barriers to their learning, including those impacted by poverty. This strong partnership working between school staff, partners and specialist teachers is resulting in positive outcomes for children. Staff use professional learning opportunities to enhance their knowledge about how to support children with additional support needs.
- Senior leaders and teachers have effective procedures in place to identify children who experience barriers to their learning and ensure they receive appropriate support. Teachers use wellbeing and assessment plans well to set targets to improve identified children's health and wellbeing. Senior leaders and teachers plan for groups of children who engage in targeted interventions in literacy and English and numeracy and mathematics. Teachers and additional support for learning workers share information informally and regularly about children's progress in support groups. Teachers should ensure that targets are individual, specific and measurable for children requiring support with their learning. Senior leaders should now ensure parents and children are fully involved in setting and reviewing each child's individual targets. This should help them to identify more clearly the progress individual children are making as a result of interventions.
- The majority of children are developing their understanding of equality and diversity. They experience a range of learning activities that recognise and celebrate diversity through assemblies and whole school activities. This includes, for example, language of the month and a focus on Black History Month. Teachers should continue to increase children's understanding of diversity within the context of the local community. They should ensure all children have regular access to books and resources which support children's learning about diversity in Scotland. Staff should continue to provide more planned and progressive opportunities to extend children's understanding of protected characteristics and equal opportunities across the curriculum.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Most children achieve early level by the end of P1 in literacy and numeracy. Most children achieve first level by the end P4, and second level by the end of P7, in reading and numeracy and mathematics. The majority of children achieve first level by the end P4, and second level by the end of P7 in writing. Almost all children achieve first level by the end P4, and second level by the end of P7 in talking and listening.
- Most children requiring additional support are making good progress in their learning.

Attainment in literacy and English

- Overall children are making good progress in reading and listening and talking. Children are making satisfactory progress in writing.

Listening and talking

- At early level, most children enjoy talking about their learning and retelling stories. At first level, almost all children take turns appropriately during discussions and are beginning to build on the answers of others. They contribute to discussion clearly and audibly. At second level, almost all children show respect for the views of others and offer their own viewpoint as part of group and whole class discussions. Across the school a few children need to develop their skills in listening to others and taking turns during discussions.

Reading

- At early level, most children are developing their knowledge of initial sounds and blended sounds well and are beginning to use this knowledge to read familiar texts. They need to develop their awareness of a few features of fiction and non-fiction texts. At first level, most children can read aloud from a familiar book fluently. They can answer questions about their chosen texts. At second level, most children answer literal and inferential questions, summarise key information and make predictions about different texts. At first and second level, children need to read a wider range of texts. This should help them to develop further their preferences for a wider range of genres and authors. This should help to improve attainment in reading.

Writing

- At early level, most children write simple sentences with a capital letter and full stop. They need to develop their skills in writing for a range of purposes in relevant and real-life contexts. The majority of children at first level plan and create texts for a range of purposes, using adjectives, adverbs and conjunctions effectively. They need to develop their skills in writing extended pieces which convey information in different ways. At second level, the majority of children write for a range of purposes, using notes to help them plan their writing.

They use an increasing range of punctuation accurately within in their writing. They need to write more extended pieces with greater descriptive detail.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics from their prior levels of attainment.

Number, money and measure

- At early level, most children read, write and order numbers to 20. They count on from a given number accurately and confidently. They need to develop their skills in counting backwards from a given number. At first level, most children confidently partition numbers to 1000 and round numbers to the nearest 10 and 100. They use a range of instruments, such as rulers and trundle wheels to measure different lengths. They need to develop their understanding of different units of measurement, such as using kilograms for weight. At second level, children have a good understanding of the relationship between fractions, decimals and percentages. They understand and can order numbers including negative numbers. Children at second level should develop their mental agility further which will help speed up calculating without concrete materials.

Shape, position and movement

- Children at early level identify and sort a few two-dimensional shapes confidently. Most children at early level use positional language to describe where objects are effectively. Most children at first level have a good understanding of grid references. They need to develop their skills in identifying symmetry in a range of patterns and pictures. At second level, most children use a protractor effectively to calculate the size of a range of angles. At all levels, children need to develop their understanding of the properties of two-dimensional shapes and three-dimensional objects appropriate to their level of attainment.

Information handling

- Children at early level use their skills in sorting and counting to interpret simple charts. They use their knowledge of shape, colour and size to sort a group of objects. Children at first level understand that information can be gathered using tally marks but need to develop their skills in presenting data in a range of charts and graphs. Children at second level need to learn a range of different ways to collect, organise and display data, including using digital technology.

Attainment over time

- Overall, at early, first and second level, attainment in literacy and English and numeracy and mathematics is good. Most children are making good progress from prior levels of attainment. During and immediately following the COVID-19 pandemic, there was a dip in attainment in literacy and English and numeracy and mathematics. The biggest dip in attainment was in writing. Senior leaders and additional support for learning staff provide targeted interventions for children with gaps in their learning. This is helping children with gaps in their learning to make good progress. As a result, children's attainment in reading, talking and listening and numeracy and mathematics has now returned to, or exceeded, pre pandemic levels.
- Senior leaders and teachers discuss regularly children's progress in literacy and English and numeracy and mathematics over time. Senior leaders and teachers make effective use of assessment data to identify appropriate interventions to support children not achieving expected levels. Senior leaders are aware they need to develop their approaches to monitoring and tracking progress and attainment further. This should help senior leaders to identify progress of individual children and next steps to help them make further progress.

Overall quality of learner's achievements

- Children at all stages enjoy success and develop skills through a range of school clubs led by staff and partners. Staff and children celebrate and share children's achievements on wall displays, social media, and at assemblies. Staff should now formally review and monitor the opportunities children have to participate in wider achievement opportunities and the skills they are developing. This should help them to ensure that no child is missing out.
- As planned, senior leaders should work with staff to identify a clear skills progression. This should help children and staff to make links between their learning and achievements and the skills for learning, life and work.

Equity for all learners

- Senior leaders and staff have a strong awareness of the socio-economic background of children and their families. The headteacher and staff know where the gaps are in children's learning resulting from economic hardship or COVID-19. Across the school, senior leaders and teachers use data to help them to identify gaps in children's learning. Senior leaders use PEF to pay for additional staff to support targeted groups of children who may face barriers to learning due to financial hardship. As a result of these targeted interventions, staff are beginning to close the attainment gap and targeted groups of children are making good progress. Senior leaders and staff work effectively with a variety of partners to support children and families facing financial hardship. Through these partnerships, families and children have benefitted from food vouchers, clothing and opportunities for personal achievement.

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.