

Summarised inspection findings

Caldercuilt Primary School and Nursery Class

Glasgow City Council

9 June 2020

Key contextual information

Cauldercuilt Primary School serves the Summerston area of Glasgow. At the time of the inspection, the roll was 227, arranged over nine classes. Over the last few years the school has experienced significant instability of staffing, including within the senior leadership team. The headteacher has had a clear focus on wellbeing and relationships to bring about stability across the school since her appointment in November 2018. A fifth of children live within Scottish Index of Multiple Deprivation (SIMD) 1-3.

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

- Over the past year, the headteacher has provided clear leadership and direction. She has a very strong understanding of the needs of the school and its community. As a result, she has prioritised appropriately the development of positive relationships and wellbeing. This has helped establish a strong foundation from which staff can begin to improve learning, teaching and assessment and raise the attainment and achievement of children.
- Almost all staff feel that the values of respect, honesty, responsibility and cooperation underpin the work of the school. Their work on developing resilience and children's understanding of their rights, supports children to demonstrate the school's values through their actions. The introduction of shared aspirations reflects the changing culture within the school. As planned, the headteacher should develop further the school's vision in partnership with all stakeholders. This should ensure the vision's effectiveness in informing and evaluating improvement and raising children's ambitions.
- The headteacher has created an ethos where staff feel increasingly confident to initiate and lead change. She supports and encourages leadership at all levels, taking due account of staff interests and individual strengths. Staff and the headteacher have changed the working time agreement to increase protected time for professional dialogue and school development. An increasingly collaborative approach to working is enhancing the effectiveness of school improvement. The pace of change is appropriate. Moving forward, staff should extend collaborative working beyond the school to enable them to share practice and learn from others. Support staff should be included further in school improvement. The headteacher has introduced appropriate systems that support improved communication across the staff team. As a result, most staff communicate effectively with each other.
- The introduction of pupil working groups has increased opportunities for children to contribute to the wider life of the school. All children participate in one of nine working groups. These groups are beginning to support a range of improvement initiatives in literacy and numeracy. Staff responsible for each group have supported group members to develop an appropriate action plan. Children are beginning to demonstrate greater ownership, care and respect for their school through their involvement in these working groups. They are not yet able to

articulate the skills they are developing through their participation in these groups. It is too early to identify the impact these groups are having on school improvement.

- Senior leaders consult regularly with parents about school improvement priorities through questionnaires and informal discussions. The majority of parents feel that the school takes their views into account. The headteacher has identified correctly the need to provide further opportunities for parents to contribute to school improvement and children's learning experiences.
- The headteacher has introduced more rigorous approaches to quality assurance. This provides more robust information about what is working well and what needs to improve. Most teachers are familiar with How good is our school? 4th edition and are beginning to use this to inform continuous improvement. The school improvement plan continues the focus from last session to raise attainment in numeracy. There is a need for continuing development of identified priorities to ensure a measurable impact on children's attainment and achievement.
- The headteacher has recognised the need to improve significantly the robustness of data used to inform and evaluate the work of the school. The development of a more informed understanding of national standards should support staff to increase the accuracy of self-evaluation activity. This should strengthen the effectiveness of school improvement planning.
- All staff benefit from coaching conversations that support them to reflect well on their own practice and identify their development needs. A coaching and mentoring approach is beginning to support staff to develop skills and build their leadership capacity. Professional learning meets the needs of individuals and supports school improvement priorities. A few staff are engaged in practitioner enquiry and middle leadership training. A few staff have begun to engage in cluster activities, such as science, technology, engineering, art and mathematics (STEAM). This is enhancing opportunities for staff to work with colleagues from other schools and is increasing children's engagement in this aspect of their learning. The headteacher should continue to develop staff's skills and knowledge to meet the identified needs of the school through a rigorous and robust approach to professional review and development.

2.3 Learning, teaching and assessment

satisfactory

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

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

- The whole-school focus on developing a nurturing, caring ethos has been successful in placing supportive relationships at the heart of the school community. This is evident in the positive interactions between staff and children. Almost all children enjoy school, and most feel they are able to ask for help or support in learning when they need it.
- The majority of children discuss the school values and give examples of how they demonstrate these in every-day school life. They are becoming more confident to discuss their rights, and share their understanding of the United Nations Convention on the Rights of the Child (UNCRC). There are a few examples of how staff ensure children's rights permeate learning further across the curriculum.
- The majority of children are engaged and motivated in their learning. They have regular opportunities to work cooperatively in pairs, and in groups. Most teachers share the purpose of learning with children. This helps them to understand what they are learning, and how they will know they have been successful. Children should have more opportunities to lead their learning.
- All children contribute to the wider life of the school as members of a responsibility group. For example, the Caldercuilt Digi Techs, Playground Squaddies and Garden Action Team. These opportunities are beginning to broaden children's skills and wider leadership experiences across the school.
- The quality of teaching is not yet of a consistently high standard across the school. Senior leaders, working with staff, need to continue to develop a shared understanding of what constitutes effective learning, teaching and assessment. In a few classes, there is a need to improve pace, challenge and differentiation to ensure children engage fully in learning. This should ensure tasks and activities match better children's needs and interests. There is a need to develop further higher-order thinking skills and enquiry-based learning.
- In the majority of lessons, teachers provide clear explanations and instructions. They are developing their skills in asking open-ended questions. Staff use praise effectively throughout the school, resulting in an increasing number of children who answer questions more confidently. There are a few examples of children developing skills for learning, life and work by relating their learning to real-life contexts. For example, through social enterprise topics and working party groups.
- Staff make regular use of learning through play pedagogy. They should engage further in evaluating the impact of this approach to ensure it offers sufficient challenge and progression

for all children. Staff would benefit from professional learning to enhance further their understanding of learning through play.

- In the majority of classes, teachers use a range of digital resources such as interactive whiteboards and tablets to enhance learning and teaching. Staff should continue to develop further digital literacy across all stages to extend the range of experiences available for children. They should continue to explore ways in which children can independently access digital technology.
- While teachers gather a range of assessment information in literacy and numeracy, there is a need for this to become more integral to the planning of learning and teaching. Senior leaders and staff are aware of the need to develop staff's understanding of assessment to ensure accurate information of children's progress for all areas of the curriculum. Staff should identify how assessment informs effective interventions to support children's progress in learning. Teachers' increasing use of National Benchmarks has the potential to help them make more informed and accurate judgements about children's next steps in learning.
- Teachers use a variety of formative assessment approaches across classes. In the majority of classes, children are involved in self and peer assessment. Most teachers provide children with a range of relevant oral and written feedback to identify their strengths and next steps in learning. Children are at the early stages of setting appropriate learning targets, which encourage them to take greater ownership of their learning.
- Teachers are at the early stages of developing their confidence in their professional judgements about achievement of a Curriculum for Excellence level. They are beginning to benefit from more regular and robust arrangements for moderation to develop a clearer understanding of standards.
- Staff welcome the recent work undertaken by senior leaders to streamline the forward planning process. They should focus upon developing further planning approaches to learning and teaching which will raise the attainment and achievement of all. Staff are beginning to develop their confidence in analysing assessment and attainment information to plan next steps in children's learning.
- Staff are at the early stages of tracking and monitoring children's progress in learning. Staff meet regularly to discuss children's progress with senior leaders. These meetings are becoming more rigorous and robust to ensure greater impact on raising children's attainment. Senior leaders and staff need to ensure consistent approaches to tracking progress in learning across all curricular areas.

2.2 Curriculum: Learning pathways

- Senior leaders recognise the need to work collaboratively with staff, parents and children to develop a clear curriculum rationale and overview which underpins the design of the curriculum. This should ensure that the curriculum reflects the local context and aspirations for children. There is a need to take better account of the four contexts for learning and cross-cutting themes, such as enterprise and creativity. Children should be more involved in the identification of exciting and relevant contexts for future learning.
- Staff are beginning to group experiences and outcomes from within and across the curriculum to provide meaningful and relevant contexts for learning. Senior leaders have correctly identified the need to revisit staff's understanding of interdisciplinary learning (IDL) approaches. This should ensure that IDL is relevant and reflects the local context.
- Curriculum pathways are in place for a few areas of the curriculum which ensure coverage of experiences and outcomes. There is a need for clear and flexible progression pathways across all areas of the curriculum to ensure children build on their learning as they move through the school. Staff should ensure that these progression pathways take account of the National Benchmarks to support accurate assessment of children's progress.
- Staff are at the very early stages of developing their approach to 1+2 modern language provision. They welcome the additional support from a language specialist provided by the local authority. This enables children to begin to access their entitlement to a progressive language provision.
- Staff are aware of national guidance in creating opportunities for learning that help children to develop skills for learning, life and work. They are working with cluster schools to implement a curricular pathway for science, technology, engineering, art and mathematics (STEAM). An increased pace of implementation to embed the principles of this guidance should help staff build a stronger focus on careers education into the wider contexts of children's learning.
- Staff work well at times of transition to support children's curriculum continuity as they move to the next stage in their learning.
- Senior leaders and staff should continue to ensure that all children experience two hours of quality physical education per week in line with national guidance.

2.7 Partnerships: Impact on learners – parental engagement

- The school engages with parents in a variety of ways, including showcase events, open days and stay and play sessions. The majority of parents feel that they receive information about their child's progress at the right time. Recent improvements to support planning for children with additional support needs is beginning to strengthen parental involvement in this process. A few parents feel that the school should review the effectiveness of its approach to homework.
- The majority of parents feel that the school provides opportunities for them to learn together with their child. Staff have identified accurately the need to increase further these opportunities.

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

satisfactory

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

- Caldercuilt Primary School has a welcoming and inclusive ethos. Most children are respectful and polite to adults and to each other. The positive relationships evident across the school reflect the school's values. As a result, almost all children feel respected and most children feel safe in school. Most parents report that staff support effectively their child's emotional wellbeing and this is helping their child to be confident. Almost all parents feel that staff treat their child in a fair and respectful manner.
- All staff engage in professional learning to improve their understanding of approaches to support children to manage their emotions. This is leading to improved engagement in learning for most children. They use and understand a shared language to discuss emotional wellbeing well.
- There is an increased understanding of nurture across the school which helps support children to develop further their resilience. This has resulted in fewer interruptions to learning across classes. There have been no exclusions this session.
- The school's revised 'house' reward system enhances the renewed approach to supporting positive behaviour. This encourages children to make positive choices about their behaviour. Senior leaders have developed the use of restorative conversations as part of their approach to promoting positive behaviour and relationships. Most staff consistently use this approach when dealing with approaches to resolving conflict. This has helped children to identify a range of strategies to help them to self-regulate more effectively. Senior leaders should continue to ensure that all staff have a clear understanding of how the school's approaches to promoting positive behaviour supports children's wellbeing. Staff should ensure these positive developments align with the development of the school's health and wellbeing curriculum.
- Senior leaders and teachers identify key interventions to support children's social and emotional needs. Staff create 'pupil passports' for targeted children. This details the support a child requires to access successfully their learning in the classroom. As a result, children feel listened to and valued. Key staff support children's social and emotional needs well through access to the 'Sunnybrook Station' nurture provision. Staff work collaboratively with all involved to agree individual and group targets. These are clearly defined, measurable and appropriate. Staff work effectively with children showing sensitivity and respect. As a result, most children present as calm and secure within and beyond the nurture provision to their own classroom. Across the school, staff have established 'calm tables' which are used well by children. This approach helps children to have a safe space to help regulate their emotions and supports calm learning environments across the school.

- Senior leaders place a high priority on the wellbeing of the staff team. This features within this session's school improvement plan. As a result, almost all staff feel valued and supported. Levels of staff absence have reduced.
- Most classes have developed Class Charters and children are now able to describe a few of their rights and explain why these are important. Children are beginning to develop an awareness of the wellbeing indicators. However, they are not yet able to discuss or evaluate fully their own wellbeing to identify strengths and areas for development. Senior leaders should continue to develop all children's understanding of the wellbeing indicators.
- Senior leaders and all staff are aware of their roles and responsibilities related to statutory duties. The headteacher has established effective communication with all staff to ensure they have a sound understanding of any factors affecting children's wellbeing.
- Senior leaders and teachers are becoming more confident in identifying barriers to learning. Staff use a range of appropriate interventions to meet increasingly well individual children's needs. Individualised planning is in place for children who face challenges in their learning. Staff should develop further these plans to ensure they lead to improved outcomes for children. Staff, in partnership with children and parents, should review plans regularly against agreed timescales to ensure children make progress.
- Diversity is valued and respected across the school through assemblies and the curriculum. The inclusive ethos ensures that children acknowledge, appreciate and respect their similarities and differences. Children learn about, and celebrate, a range of cultures and faiths that are relevant to the school's context. This helps children respect and understand the needs of others.

3.2 Raising attainment and achievement

satisfactory

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

Overall attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory. Children with additional support needs are making satisfactory progress. Overall, a significant number of children could be achieving more. Teachers' professional judgements on achievement of a level are not yet sufficiently robust. Senior leaders should, as planned, implement clear approaches to support teachers to develop a shared understanding of expectations of children's progress and achievements across the school.

Literacy and English

- Across the school, the majority of children are making satisfactory progress in listening and talking, reading and writing.

Listening and talking

- At early level, the majority of children are demonstrating an increasing ability to take turns when listening and talking. They ask and answer simple questions about texts to show understanding. Across first level, the majority of children contribute their ideas and opinions when engaging with others. The majority of children at second level demonstrate respect for the views of others, and most communicate clearly, audibly and with increasing expression. They present prepared talks to their peers, and are beginning to show awareness of different communication techniques including eye contact and pace. Teachers should support children to develop and build on their listening and talking skills as they move through the school.

Reading

- At early level, the majority of children are developing well their knowledge and application of phonics. They are becoming increasingly confident in identifying sounds at the beginning, middle and end of words. The majority of children are engaging well with new texts and are able to answer questions to predict what happens next. The majority of children working at first level read aloud familiar pieces of texts showing understanding and are beginning to use expression confidently. At second level, the majority of children explain why they prefer particular authors and make relevant comments about structure, characterisation and setting. As they progress in their reading, children across the school should have more opportunities to develop their higher-order reading skills. Teachers should support them further to apply their reading skills across the curriculum. A few older children would benefit from access to more challenging texts.

Writing

- At early level, the majority of children are beginning to write independently to convey meaning. They attempt to spell familiar words correctly and use capital letters and full stops correctly in a sentence most of the time. When supported to plan their writing, children at first level develop

their ideas and use appropriate vocabulary well. By the end of first level, the majority of children create a range of short and extended texts using appropriate punctuation. The majority of children at second level recognise appropriate style and format to convey information. Across all levels, the quality of writing across a range of genre is not consistent. Children should improve further the presentation of their written work. In order to raise attainment further in writing, teachers should ensure children's writing across different areas of the curriculum is of a consistently high standard.

Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory. The majority of children are making appropriate progress. Across the school, most children are not confident in demonstrating the skills within all of the organisers in numeracy and mathematics. In order to address this, staff should ensure children engage more regularly with a breadth of numeracy and mathematics experiences.

Number money and measure

- At early level, most children recognise and order numbers confidently within 20. They are developing their knowledge of number to add and subtract mentally within 10. At first level, the majority of children apply a range of strategies to support mental calculations. The majority use correct notation for common fractions and compare their sizes. They are less confident in applying these different strategies to solve real life problems. At second level, the majority of children apply well their knowledge of rounding to give an estimate to a calculation. They use a range of strategies well to support their mental calculations and identify the links between fractions, decimals and percentages. A few children calculate accurately the fraction of a quantity. They are less confident in expressing fractions in their simplest form.

Shape, position and movement

- At early level, most children recognise common two-dimensional shapes. They are less confident in describing three-dimensional objects. They describe and understand the language of position and direction. Across first and second level, the majority of children identify the properties of two-dimensional shapes and three-dimensional objects. A few children use specific vocabulary correctly to describe these shapes. At first level, a few children know that a right angle is 90 degrees but they are not yet able to use this to describe the size of other angles. At second level, the majority of children relate three-dimensional objects to their nets and use this knowledge well in problem solving situations.

Information handling

- Across the school, children need to develop their skills in information handling within a range of new and unfamiliar contexts. At early level, most children match and sort items in different ways. At first level, the majority organise information using a bar graph. They are not yet able to use appropriate labels and axis and are less confident in using a range of different methods to display and interpret information. At second level, the majority of children create effective questions to find out information and use this to create relevant graphs and charts. Children have limited understanding of probability and chance.

Attainment over time

- Due to previous data being unreliable, the school does not yet have robust evidence of children's progress over time. The headteacher has introduced regular meetings with teachers to review children's progress. Senior leaders should continue to support teachers in accurately identifying achievement of a level to ensure overall attainment data is more robust. Children's progress across all curriculum areas is not yet tracked.

Overall quality of learners' achievements

- Children participate in a variety of experiences to help them develop important skills. These include a range of learner participation groups and cluster activities. Through these, children are developing confidence and an understanding of how to work effectively with others. Staff celebrate children's wider achievements at assemblies and in classes. The headteacher has identified correctly the need to track children's participation to ensure all children are included in the range of activities on offer. Staff should also develop children's awareness of the skills they are gaining both within and out of school.

Equity for all learners

- Most staff demonstrate an understanding of the socio-economic background of children. They seek to provide appropriate interventions to address individual children's needs. Senior leaders should continue to identify any gaps in attainment for different groups of children. They should now ensure planned interventions address these gaps in attainment. The headteacher and staff should monitor the impact of interventions to ensure they raise attainment. The headteacher uses Pupil Equity Funding to employ additional staffing to support children in the early years. This is impacting positively on children's engagement in learning. However, it is too early to measure the impact of these interventions on identified children's attainment. Senior leaders should consider further how this funding supports targeted children beyond early years.

School Empowerment

■ Learner participation

- Almost all children feel that the school listens to their views. The majority feel that the school takes their views into account.
- The introduction of nine school working groups is empowering all children to contribute to the life and work of the school. These groups cover a wide range of school activities, including school improvement and self-evaluation, literacy, numeracy, digital technology, learning for sustainability, wellbeing, children's rights, the garden and the playground. Children's leadership of these groups is still at an early stage of development. There is the potential for children to take more ownership of the planning, implementation and review process in relation to their groups' responsibilities. This should support them to understand and develop skills for learning, life and work.
- A focus on developing children's resilience and ability to speak about their emotions is encouraging children to have an increasing belief in their own abilities. A developing understanding of children's rights underpins this. This empowers children to participate appropriately in all aspects of school life appropriately.

Other relevant evidence

- Excessive noise across teaching areas impacts negatively on the quality of children's learning experiences. Senior leaders, working with staff, should consider how to reduce noise levels. They should involve children in finding suitable solutions to address this issue, and improve further the learning environment.

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.