

Summarised inspection findings

St Benedict's Primary School

Glasgow City Council

SEED No: 8420823

17 October 2017

1.3 Leadership of change

unsatisfactory

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*

- There are major weaknesses within the overall leadership of change at St Benedict's Primary. The school has undergone a period of change in leadership over the past three years, in addition to experiencing an increase in the pupil population. The headteacher has been in post for two years, having served as acting headteacher for a year prior to that. During this time, the leadership team has expanded and now comprises: headteacher, depute headteacher and three principal teachers. To improve the effectiveness of leadership of change, greater clarity regarding specific roles and responsibilities across the leadership team is urgently required. In addition, there is a need to develop a more strategic approach to the effectiveness of leadership at all levels, to ensure a collective commitment to change which results in improved outcomes for all learners. At the time of the inspection 8.75% of the pupils had a main home language which was not English which is below the Glasgow average. In 2016, 34.2% (decile 2) of P4-P7 pupils were registered for free school meals, which is well above the national average.
- The vision statement for St Benedict's Primary reflects the school's shared commitment to supporting children in achieving their full potential within a nurturing environment. Parents speak positively about the school and express their appreciation of the safe, nurturing and open ethos which has been created within it. As a community of faith and learning, the vision statement puts 'Getting it right for every child' as its key priority. The school worked collaboratively with staff, parents and children to develop this vision statement in 2015. The Pupil Council assisted in the creation of a child-friendly version of the vision statement which is displayed around the school building. However, the vision is not yet fully embedded or having sufficient impact in ensuring improved outcomes for all children. The school has already identified the need to review its vision statement and should take this forward promptly with the whole school community as planned. It is important that throughout this process consideration is given to ensuring that the school's vision, values and aims strengthen and underpin school improvement.
- Children appreciate the opportunities provided to them to undertake leadership roles through the Pupil Council, Junior Road Safety Officers and through recent developments in digital learning. There is a need to extend this further to ensure that all children are able to contribute fully to school improvement.
- Staff across the school have a clear understanding of the social, economic and cultural context of the school and how this can impact on children's learning and wellbeing. As a

result, staff know the pastoral needs of children and families well. The school uses this understanding to inform its approaches to school improvement and develop effective partnership working. Although the school is aware of a range of data relevant to their school community, it is essential that this information is used more strategically to ensure it leads to improved outcomes for all children.

- A lack of systems and rigorous processes to support well-informed and accurate self-evaluation is resulting in major weaknesses in the leadership of change and improvement across the school. While some self-evaluation tools have been used, approaches to self-evaluation are disjointed and are not being used effectively to ensure continuous improvement. Data used to inform reported progress, such as in the school's Standards and Quality Report, and the self-evaluation summary provided to inspectors as part of the inspection process, is not based on reliable or robust evidence. The Education Authority has acted swiftly to improve the leadership of change and to improve the school's capacity to improve their understanding of self-evaluation.
- The identification of strengths and areas for development within the school's improvement plan is significantly weakened as a result of the lack of effective self-evaluation processes. Although the school shared its approaches to focusing on improving outcomes in literacy, numeracy and health and wellbeing, there is insufficient evidence of impact on improvements for children. Since the inspection, the education authority has provided support to the school to build on the work of Glasgow's Improvement Challenge and to increase staff's understanding of strategies for raising attainment in literacy and numeracy.
- The school's approaches for tracking and monitoring children's attainment are not leading to improvement. Despite having a range of assessment data, the progress children are making towards Curriculum for Excellence levels is not clear. Assessment evidence is not consistently gathered and analysed. The development of a shared understanding of standards against national and local guidance is essential in taking this forward. Attainment data needs to be more robust as the school evaluates and evidences improvements.
- To drive improvements in attainment forward, the provision of a clearer strategic lead by the headteacher and leadership team, focussing on priorities within the National Improvement Framework, is urgently required. The school's approaches to monitoring and moderating the quality of learning and teaching needs to improve to ensure consistency of standards across the school. The tracking of different groups of learners through observation, professional dialogue and learners' discussion groups, should provide robust evidence which will inform and improve classroom practice. The learning and teaching activities in mixed ability groupings and lack of differentiation is not meeting the needs of all learners.

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 school has an strong Catholic founded on Gospel values. Positive relationships between staff and children and among children are a strong feature across the school. The school has an appropriately strong emphasis on nurturing children to help them succeed through developing social skills and resilience. Children have a good understanding of fairness and are developing an awareness and appreciation of their responsibilities through class charters. This is successfully promoting a climate of mutual respect and the school should now take forward its plan to further develop the school's approaches to developing awareness of children's rights.
 - Overall, most children enjoy learning and, when given the opportunity, work well in pairs and small groups.
 - In most classes, most children are engaged and motivated to learn. During the course of lessons, the majority of teachers provide helpful feedback to children about their learning. The use of plenary sessions was observed in a few lessons and used effectively to check for understanding. Written feedback in jotters is helping children to know how to improve. This could be developed further to ensure greater consistency across the school. Most teachers make regular use of formative assessment strategies to ensure children know what is expected of them and provide support for those children who may require some additional help.
 - At all stages, teachers share learning intentions and in most instances, success criteria are identified and displayed. In a few classes, teachers encourage children to identify success criteria themselves which helps them develop the skills necessary to take responsibility for their learning. Learning targets are identified in personal learning plans at the start of each term. There is scope for these to be reviewed more regularly by children to ensure they are well understood and shared effectively with their families. Staff should work together to share good practice and improve consistency in approaches to learning and teaching.
 - Digital technology is used well in the majority of classes to enhance teaching through the use of interactive whiteboards. Teachers are developing confidence and widening their skills in using digital technologies to support learning. Regular visits to the computing suite provide opportunities for children to learn coding and presentation skills.
 - Overall, the quality of teaching is having a positive impact on the majority of learners' experiences. In a few good lessons where teaching is strongest, teachers use effective

questioning to promote children's engagement and interest. Overall, the school and classroom environments are bright and well organised and the value placed on 'being ready to learn' encourages children's enjoyment of learning and their success in achievements. Overall, teachers provide a range of interesting contexts for learning which help motivate children and develop their interests beyond school. Staff organise a range of interesting learning experiences for children to learn outdoors.

- Teachers know the pastoral needs of children well and meet their varied needs through the provision of nurture and social skills development. They use a variety of teaching methods to develop social skills and opportunities to apply these in a range of settings. The emphasis on collaborative and co-operative group work is appropriate in the mixed ability pairs and small groups where children support one another well in their learning. In too many lessons, children's learning needs are not sufficiently challenged, or in some instances, children are unclear about what is expected because tasks are too difficult and not well judged to support their learning needs. Improved differentiated learning will help build on the school's success in positive behaviour strategies, increase children's understanding about their progress and next steps and lead to improved attainment overall.
- The school uses a varied range of assessment information, including summative assessment of how well children are achieving in Curriculum for Excellence levels. Teachers should continue to develop their understanding of the range of assessment data available to them and make more effective use of the data when planning next steps in children's learning.
- The headteacher and promoted staff monitor teachers' forward planning through termly reviews which include discussions on children's attainment and specific issues relating to children's wellbeing and development. To increase their effectiveness, these termly discussions should now have a sharper focus on teachers' professional judgement of children's levels of attainment aligned to national guidance. Teachers are at an early stage in developing confidence in how they assess when children have achieved a level. Staff should continue to work with each other, and with teachers across their cluster of schools, to moderate standards and to increase expectations. They should make more use of national benchmarks to assess children's attainment more accurately.
- Children are involved in evaluating their own progress through setting termly individual targets for themselves and completing regular reflective logs. However, the school now needs to improve its systems for tracking children's progress to ensure all children achieve as well as they can. A clear framework for assessment should be developed in order that assessment information is gathered systematically and used to increase the rigour of professional dialogue between staff. Staff should ensure that professional dialogue is well-focused and based on robust evidence to support their judgements about children's progress and attainment.
- Staff and partners work effectively to provide a wide variety of learning experiences that are beginning to lead to children's success in wider achievements and developing skills for life.

2.2 Curriculum: theme 2: Learning Pathways

- Catholic values underpin the school curriculum. Overall, staff are planning learning across the curriculum using the Curriculum for Excellence experiences and outcomes. We have asked the school to revisit its curriculum rationale to ensure it reflects the key features of the local community. The supporting curriculum framework should provide learning pathways which promote skills progression for all learners, including those with additional support needs.
- Numeracy progression pathways offer staff clear guidance in planning for progression. However, these are not yet being used consistently across the school. This is having a negative impact on children's progress. Staff use writing criteria, reciprocal teaching strategies in reading and in approaches to book-banding, to support progression in literacy. Staff should take steps to more effectively build on prior learning using coherent progression pathways in literacy for individuals and groups of learners, to impact positively on raising attainment of all children.
- Health and wellbeing is supported by partnership working and opportunities are identified for children to develop emotional literacy and personal and social skills. The school has identified how they will further support the development of social skills and provide nurture provision at the early stages ensuring equity for all learners.
- There are important weaknesses in the content and delivery of the health and wellbeing programme. Children do not currently experience a coherent, progressive health and wellbeing curriculum and this is diminishing their experiences. Staff should consider the school context and specific needs of children when planning a comprehensive, progressive and challenging curricular programme. Greater account should be taken of children's views during this process.
- The school is meeting the national recommendation for children having a minimum of two hours of physical education weekly.
- Outdoor learning provides a meaningful context for learning for learners. The school's local context is used to enhance the variety of opportunities provided for outdoor learning. The local woodland area provides an environment for children to participate in pond dipping, nature trails, den building, team building and partnership working with the park ranger.
- Children experience an appropriate programme of religious and moral education. The children's spiritual development is well supported by the local parish priest and sister.
- Self-evaluation by staff has identified a way forward in improving digital literacy within the school, including professional learning for staff and an equitable approach to improving access to technology for all learners. In doing so, staff should take account of national guidance, such as Careers Education Standards (3 – 18).
- The curriculum for art and design is supported effectively by a clearly defined programme. As a result, children's skills in art are developing well.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

- Almost all parents who responded to the questionnaire are positive about the school. They are supportive of the school's high expectations of behaviour and the wearing of school uniform. Relationships with parents are enhanced as a result of staff making themselves available on a daily basis. The school website is comprehensive and regular 'Tweets' support good communication.
- There is an active Parent Council who are responsible for the implementation of the paired reading initiative to support children in their reading. Although some consultation takes place, parents are not fully involved in contributing to the school improvement plan.
- Parents appreciate the family learning activities provided, such as parent cooking classes being run alongside clubs for children. There are some opportunities for parents to support their child's learning. For example, through the provision of literacy and numeracy workshops and internet safety events. There is a need to provide parents with information explaining the school's approaches to assessment, including an explanation of Curriculum for Excellence levels. The school should take further steps to increase parents understanding of how their child is progressing and what they can do to support this. Parents find the information provided to support homework helpful.

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 that need to be addressed as a matter of urgency. The Education Authority have taken action to ensure safeguarding areas for development have been addressed.

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*

Overall, there are important weaknesses within this aspect of the school's work.

Wellbeing

- There is a caring ethos which underpins the school commitment to its Catholic values and this is evident in positive relationships between staff and children. There is an appropriate focus on children's social and emotional health needs. Staff are sensitive to the needs and circumstances of most children and most staff are responsive to their wellbeing. We have asked the school to ensure greater consistency in their approaches to wellbeing.
- Staffs' understanding of the principles of Getting it right for every child (GIRFEC) is developing and, although the wellbeing indicators are used to support staged intervention planning, these are not leading to effective outcomes for children. Children do not yet have a clear understanding of the language of wellbeing.
- Children across all stages of the school are polite and well mannered. Most children are considerate towards each other. A few children are effective leaders through their roles and responsibilities in school groups, for example pupil council, digital group, communication-friendly group and buddies. This should now be extended to enable all children to take leadership responsibilities.
- In general discussions, children spoke with confidence about things they liked about school. A few are able to talk about keeping themselves safe and healthy and assessing risk regarding the use of the internet. Children expressed an awareness of playground incidents. Staff should now develop strategies for children to use in difficult situations. The school should make sure they have systems and processes in place to support effective tracking and monitoring of behaviours such as bullying.
- Identified groups of children receive an appropriate range of opportunities to enhance their health and wellbeing and to engage in a variety of experiences. These are helping to meet the varied social, emotional, physical, behavioural, spiritual needs and interests of children. A wide range of partner agencies are making a positive contribution to children through the varied activities they access within the community and beyond. Staff should consider engaging partners in school improvement planning discussions in order to maximise their impact and to make sure partners understand the value of their contribution.

Fulfilment of statutory duties

- In order that the school fulfils its statutory duties, the school requires immediate support from the education authority to ensure the necessary actions are taken to effect improvement. There is a need for all staff, including senior leaders, to engage in professional learning around legislation and national advice. For example we have asked the school to ensure staff continue to engage in professional learning around the Additional Support for Learning Act (ASL) and The Equality Act. This includes the need to ensure that pupil records reflect the progress made and include plans and records as appropriate. The Education Authority have taken action to ensure pupil records have been reviewed.
- The school is meeting its statutory responsibilities regarding religious observance.

Inclusion and equality

- To ensure that all children with additional support needs and barriers to learning experience a fully inclusive and personalised approach to their learning, the school should develop a more strategic approach to planning and tracking interventions. The collation of plans and targets for children requiring additional support needs into one whole-school overview will support this approach. Senior leaders should be judicious in their overview and tracking of these plans. Staff would benefit from professional learning around aspects of the legislation relating to planning for children who require additional support. Parents and children should be fully involved in the planning and monitoring of targets. Targets within plans should be specific and measurable.
- The children who attend the 'Hive' nurture room gain important skills for learning and life. They benefit from the safe, nurturing environment which supports the development of their self-esteem. The high expectations set within the 'Hive' are having a positive impact on their behaviour.
- The school works closely with a counselling programme to support children's mental, social and emotional wellbeing and this is having a positive impact on many children's ability to settle in school.
- Children have been working on an anti-sectarian project which is supporting their understanding of discrimination. The school should continue to provide opportunities and experiences for children to learn about diversity and equality.

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*

- The school is unable to provide reliable attainment data in relation to literacy and numeracy, indicating an important weakness within this aspect of its work. Attainment data for Curriculum for Excellence levels is not underpinned by valid and reliable assessment practices or moderation of standards. The Education Authority has worked closely with the school to ensure reliable attainment data has been recorded for session 2016/17.
- The school is aware that improved staff confidence and consistency of approach in forming professional judgment of a level should be developed as a priority. The development of assessment approaches and use of benchmarks to inform achievement of a level will ensure the robustness of attainment across the school.
- Overall, there is a need to use data about progress and attainment strategically to raise attainment for all children. The school should track progress and attainment rigorously.
- To secure the best possible progress for all learners, staff now need to ensure lessons are appropriately differentiated so that all children receive appropriate challenge and support in their learning.

Attainment in Literacy and English:

- As a result of a range of inspections activities, including sampling work, observing lessons and working with children, inspectors report that overall, the majority of children are making appropriate progress in literacy and English.

Listening and Talking:

- Most children listen well during lessons. They talk confidently in social groupings and in most cases, children speak confidently with adults, including visitors. Children's skills in listening to, responding to, and building on the ideas of their peers is limited. Overall, children are insufficiently skilled in listening and talking. Children's use of the language of learning is too limited. Children are unable to identify that listening and talking are core elements of learning in literacy. Therefore the school should develop a progressive and consistent approach to this aspect of its work.

Reading:

- Overall, the majority of children are making appropriate progress in reading. Most can name a favourite author. A book-banded scheme is supporting children's access to and enjoyment of reading. Children enjoy choosing books from the library based on a level linked to a

recent assessment. At P1, most children recognise sounds and blends using a range of active approaches. Children at middle and upper stages read texts, although they lack expression when reading aloud and have difficulty understanding more complex vocabulary. The majority of children at P4 can find information from texts. By P7, most children can accurately answer a range of questions from their text. Overall, children's knowledge of genre and types of books is limited.

Writing:

- Overall the majority of children are making appropriate progress in writing. They are benefiting from having defined writing targets. The use of focused success criteria for different types of writing is supporting children to develop their skills progressively. Children at early level are developing confidence to write purposefully with an appropriate level of independence. By P7 only the minority of children are writing at length across a variety of purposes including note-taking and using digital technology to create texts. Children across the school use a range of appropriate punctuation to structure their writing. Across the school, almost all children now need more opportunities to write in different genres and to apply their writing skills across learning in meaningful contexts.

Attainment in numeracy and mathematics:

- The school has already identified the need to improve attainment in numeracy across the school and has begun to take steps to address this. Overall the majority of children are making appropriate progress in numeracy and mathematics. Children are learning across the breadth of experiences and outcomes in numeracy and mathematics. Using the numeracy progression framework and benchmarks more effectively will improve the planning of progressive learning experiences and ensure opportunities to support and challenge learners. Children working within second level require significantly more opportunities to develop skills in mental agility, algebraic reasoning and using mathematical vocabulary.

Number:

- At P1, most children are able to work with numbers within 20 and the majority are gaining confidence in addition and subtraction within 10. At P4, children are developing an understanding of place value. Children are gaining confidence in explaining the strategies they are using for addition and subtraction. They know multiplication facts and are able to use these with speed and accuracy in calculations. By P7, the majority of children have a sound understanding of number bonds, and the processes of addition, subtraction, multiplication and division. They need to develop greater understanding of place value and further practice with fractions, including decimals and percentages.

Money:

- In P1, most children recognise coins and their value. At P4, children are gaining confidence in carrying out calculations with money and by P7, children engage in learning experiences on improving financial awareness through budgeting and banking. With support, they make accurate calculations about savings and spending. Children would benefit from opportunities to apply their learning in new and unfamiliar contexts.

Shape, position and movement:

- At P1, most children can recognise and complete shapes with 1 line of symmetry. At P4, all children recognise 2D shapes and 3D objects and discuss angles. By P7, a few children can

describe the properties of these shapes and objects. However, the majority of P7 lack confidence in this aspect mathematics.

Information handling:

- As children progress through the school they are developing their understanding of how to gather data and represent this. For example, by P4, most children can discuss how to use tally marks to gather information and use this to create a bar graph. At P7, children would benefit from greater opportunities to gather and use a wider range of data more regularly, using technology as appropriate.

Problem solving:

- Across the school, children have opportunities to engage in problem solving activities. The school should now develop a clear progression for teaching specific problem solving strategies to ensure children can demonstrate these skills in a range of contexts.

Attainment over time

- The school is unable to provide robust and reliable data demonstrating progress over time. Staff need to use attainment and tracking information more effectively to ensure all children make continuous progress in their learning. Staff do not have a clear understanding of children's progress in numeracy and literacy and further work needs to be done to provide data across all areas of the curriculum. The Education Authority has worked closely with the school to ensure reliable attainment data has been recorded for session 2016/17.

Overall quality of learners' achievement

- Children are developing skills in leadership through taking responsibilities in their class and school. They express their opinions with confidence about how to improve the school through, for example, the Eco group, pupil council and Fair Trade group. The children value the importance of these groups and the difference they make to their school. Children participate enthusiastically in a range of after school activities such as the very successful running club. Children's achievements are widely celebrated through certificates, notice boards, star award board and on Twitter. The school has begun to track these wider achievements and should continue to develop this further to focus on the skills and attributes gained through taking part in a range of activities within and outwith school.

Equity for learners

- The school now needs to ensure that they track attainment more robustly to ensure equity of success for all children, including specific groups of children, such as children from whom English is a second language or children residing in areas of social and economic disadvantage. This will support staff to plan to improve attainment and ensure that all children are making appropriate progress.

School choice of QI: 2.4 Personalised Support

- **Universal support**
- **Targeted support**
- **Removal of barriers to learning**

- Staff know the pastoral needs of children and families well and strive to ensure all children attend school and want to be successful learners. The strong focus on nurture and Curriculum for Excellence four capacities is leading to children's growing successes through a variety of learning opportunities.
- Most children enjoy school and participate in a wide range of experiences. The range of clubs offered is commendable and staff are committed to leading many of these. The value placed on positive behaviour management has led to a motivated staff team who show willingness to ensure all children are cared for and able to participate in the life of the school.
- Staff discuss learning and targets with children termly. This is leading to children beginning to understand themselves as learners and what they need to do to improve. Development of differentiated learning will strengthen how staff meet individual needs and ensure appropriate pace and challenge for all.
- An important strength in the school's work is the effectiveness of working with partners in providing targeted support. Staff have established strong collaboration with 'Place2Be' and the parenting initiative Families and Schools Together (FAST).
- The 'Hive' nurture room provides a very caring and homely environment for identified individual children who benefit from the small group interactions and increased adult contact.
- The well-planned interventions through the physical development programme are leading to positive outcomes for children with additional needs. This encourages them to be ready to learn at the start of each morning.
- Staff take proactive steps to ensure no child is prevented from participating in school activities and excursions due to disadvantage.
- The school needs to be more systematic in ensuring early identification of needs based on assessments and formalised sharing of information. The school has a table of holistic information for each class that is shared with teachers and used as a transition document. The school should now develop a strategic overview of tracking support for children. Staff have a current knowledge about children's pastoral needs and are in regular discussions on a day-to-day basis to exchange relevant information. The school should consider how observations of children, and how well they are achieving, can be formalised to ensure patterns of need and progress are clearly monitored, interventions identified and implemented. This should include regular and formalised time for liaison between teaching staff and those in supporting roles to ensure learning and teaching are well focused on children's targets.

- The role of support for learning workers should be further developed through opportunities to plan with teaching staff and have an increased awareness of what the school wants children to achieve. The structure of the physical development programme is a good example where training for staff and clear guidance on how to support children in their daily activities is leading to children achieving success.
- The school should implement the recently devised authority tracking system to develop an overview of need across the school based on systematic assessment gathering. This will assist with analysis of how well children are making progress. By building on this positive platform, the school will ensure that planning is effective and legislative needs are met.

Particular strengths of the school

- The polite, well-mannered children and the positive relationships evident across the school.
- The climate of mutual respect arising from the school's nurturing approach and the tireless effort of staff to reduce the impact of barriers to learning.
- The school's partnership working to provide well-focused support and opportunities for wider achievement.

Agreed areas for improvement for the school

- Improve the strategic leadership of change, underpinned by effective self-evaluation procedures, ensuring that school improvement leads to raising attainment.
- Improve assessment, tracking and monitoring procedures to help inform appropriate interventions and ensure improved outcomes for all children.
- Improve the consistency of high quality learning and teaching, ensuring that lessons meet the needs of all learners, enabling children to make sustained progress in their own learning.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support to make necessary improvements. We will liaise with Glasgow City Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school. We will discuss with Glasgow City Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

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.

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