

Summarised inspection findings

Brediland Primary School

Renfrewshire Council

12 March 2024

Key contextual information

Brediland Primary School is situated in the town of Paisley. The school roll is 192 pupils, organised across nine classes. In addition, a 'Flexible Learning Resource' (FLR) provides full and part-time support for children from mainstream schools across Renfrewshire Council. The FLR comprises of two classes. There have been significant staffing issues in recent years, with a high turnover of principal teachers managing the FLR.

The headteacher has been in post for almost 12 years. She is supported by one depute headteacher and two principal teachers (PT). One of the PTs has operational responsibility for the FLR on a day-to-day basis.

In September 2022, 58% of the school roll lived in the lowest Scottish Index of Multiple Deprivation and 31% of P6-P7 pupils were registered for free school meals. Thirty-eight per cent of children on the school roll have an additional support need.

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

- Senior leaders and all staff have established a warm, caring and inclusive ethos across the school. Children benefit from highly caring and supportive relationships and as a result, there is a sense of belonging for all children. Staff and children promote the school values of determination, honesty, freedom, respect and kindness, in all interactions. Children are kind and respectful to each other, adults and visitors. They are very proud of their school. All staff work effectively as a team and know children and families very well. They show a clear commitment to children's wellbeing and work well with parents and partners to improve outcomes for children. All staff support children well to be ready to learn. As a result, children engage successfully in their learning.
- Almost all children demonstrate eagerness and motivation to learn. They have regular opportunities to learn independently, in pairs and small groups. Teachers have developed learning environments which are calm and purposeful and as a result, all children participate very well in lessons. In almost all lessons, children respond well to encouragement from their teachers, remain on task and work well with others. In the majority of lessons, learning activities are suitably challenging and well-matched to children's needs. Teachers should continue to develop further their approaches to planning learning activities that meet the needs of all children.

- In all lessons, teachers' instructions and explanations are clear. In most lessons, teachers share the purpose of the learning and outline the steps that children need to be successful. Most children are involved in co-creating steps for success. All teachers are committed to the development of questioning across the school and apply professional learning increasingly well to ask higher order questions. In the majority of lessons, teachers make effective use of questioning strategies to help extend children's thinking, consolidate learning and provide additional challenge. This practice should now be further developed across the school.
- Teachers have developed their approaches recently to providing high-quality verbal feedback to children. They have introduced regular one-to-one conversations for all children. These discussions support children to become more aware of their strengths and next steps in learning. Children talk about these clearly, showing an understanding of progress they make in learning and their achievements. As planned, teachers should continue to develop high-quality written feedback.
- Most teachers use digital technology effectively to support learning. For example, across the school children benefit from engaging with games and activities to reinforce their understanding. Children at second level use technology well to edit and present written work. In social subjects, children undertake relevant research to create presentations to share their learning and complete home learning activities using online platforms. Teachers should ensure children continue to develop their awareness of digital skills they use and how these can be transferred to other curricular areas.
- Staff use the playground and the local environment effectively to provide opportunities for learning outdoors. They have undertaken training in outdoor cross-curricular orienteering and apply their professional learning well to deliver a wide range of activities outdoors. As planned, staff should continue to review their outdoor learning approaches alongside their curriculum refresh. This will develop further engaging opportunities for all children.
- Staff in the early years work collegiately to develop a play-based approach to learning. They plan the environment carefully to create purposeful learning activities with appropriate levels of challenge and support for children. Teachers give children regular opportunities for choice and to influence planning. All staff should now develop further their understanding of play pedagogy in line with national practice guidance. This will support progressive experiences at all levels across the school.
- Senior leaders have established a clear annual assessment calendar and policy, including professional learning for staff on the effective use of assessment data. This guidance supports teachers to make increasingly effective use of a range of summative, formative and standardised assessments. This includes Scottish National Standardised Assessments (SNSA). Most teachers' use of current assessment data helps them understand children's progress in literacy, numeracy and health and wellbeing well. As planned, senior leaders and staff should continue to develop high-quality assessment across the curriculum. They should ensure that all children have opportunities to demonstrate the breadth, challenge and application of their learning. This will enrich the body of evidence teachers use to make their professional judgements.
- Across the school, there is a positive ethos of staff collegiality and supportive working relationships. Last session senior leaders reintroduced planned moderation, both at school and cluster level. Staff work together well to share standards in writing and reading. As a result,

they are beginning to make professional judgements with increasing confidence and greater accuracy. Senior leaders and teachers should continue with planned professional learning and dialogue to strengthen these approaches further. They should continue to extend their approaches to listening and talking and numeracy and mathematics. Staff should continue to develop their knowledge of national Benchmarks across all curricular areas to ensure a deeper understanding of standards.

- Senior leaders and teachers have reviewed planning across the school. This is leading to a more consistent approach to planning high-quality experiences for all children. Teachers make effective use of the school and local authority progression pathways to plan children's learning. As planned, teachers should continue to develop approaches to planning meaningful links across curriculum areas. This will enable children to practise and transfer their skills across different contexts. Most teachers collaborate with children to plan and shape learning using 'what I know' and 'what I want to know' frameworks. As planned, senior leaders and teachers should continue to develop approaches to effectively record the breadth and depth of children's learning across the curriculum and over time.
- The headteacher meets termly with staff to monitor and evaluate children's learning and progress in literacy, numeracy and health and wellbeing. They identify and record children who are not making expected progress and may require additional support or challenge. Senior leaders and teachers agree strategies, interventions or resources which will be used to target improved progress. Senior leaders deploy support staff well. Support staff provide a balance of effective direct support to individuals and groups of children, and wider support across class activities. Senior leaders monitor well the progress of children receiving additional support to ensure their needs are being met. Senior leaders should now review tracking and monitoring processes with a focus on streamlining approaches. This should provide a more robust and clearer overview of children's progress over time, including children who face barriers to their learning.

2.1 Safeguarding and child protection

- 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.

3.2 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

- Attainment in literacy and numeracy across the school is good. At early and first level, children's attainment in literacy and numeracy decreased after the pandemic. However, it is clear that attainment has started to improve over the last two school sessions. Recent school data shows that overall, most children across P1, P4 and P7 achieved nationally expected levels of attainment in literacy and English and numeracy and mathematics. Senior leaders should continue to support staff to engage further with the national Benchmarks and in moderation activities in literacy and numeracy. This will support them to develop improved shared understanding of standards to strengthen further the accuracy of all professional judgements.
- Most children with additional support needs are making good progress towards their individual learning targets.

Attainment in literacy and English

- Across the school most children make good progress in literacy and English. There has been a recent focus on improving approaches to teaching reading and writing. This is motivating children to read and write successfully and enthusiastically for a range of purposes. Senior leaders and staff are at the early stages of improving approaches to listening and talking.

Listening and talking

- Most children working towards early level take turns when listening and talking in groups. They are beginning to talk clearly to others sharing feelings, ideas and thoughts. Most children working towards first level communicate clearly and audibly. A few children still need prompted to listen well to others and contribute at an appropriate time. Most children working towards second level listen well and support others' opinions and ideas. They show respect for others and offer their own viewpoints. They feel less confident speaking in front of larger groups. Children should develop further their confidence when speaking in front of an audience.

Reading

- Most children working towards early level are building successfully their knowledge of sounds and letter patterns and recognise these in simple texts. They enjoy listening to stories, especially when written by older children. Most children are beginning to recognise common words. Almost all children working towards first and second level, read familiar texts well with fluency, expression and understanding. At first level, a few children find it challenging to identify the difference between fiction and non-fiction texts. Most children working towards second level use skimming and scanning skills well to identify key information. They are less confident summarising the main ideas of a text.

Writing

- Most children working towards early level use a pencil with increasing control and confidence to form lowercase letters legibly. Most children know the sounds of lowercase letters and share their ideas in pictures successfully. A few are beginning to write more independently. Most children working towards first level create interesting characters in their imaginative writing by describing effectively what they look like and how they behave. Most children at first level need regular reminders to use capital letters and fullstops correctly. Most children working towards second level use appropriate vocabulary in their writing to suit their purpose and audience. They create effectively a range of texts of varying lengths for different purposes. Almost all children working towards second level should improve the quality of their handwriting and presentation.

Numeracy and mathematics

- Overall children are making good progress in almost all areas of maths. All children need greater opportunities to practise their skills in data handling and measurement.

Number, money and measure

- Most children working towards early level read, write and add numbers to 10 successfully. They order numbers backwards and forwards within 20 accurately and identify the numbers before and after. Most children working towards early level should now have an opportunity to work on doubling numbers to 10. Most children working towards first level identify the value of each digit in a whole number and round numbers to the nearest 10 and 100 correctly. They add and subtract three-digit whole numbers successfully. They tell the time using half past confidently but need further practice using quarter past and quarter to. Most children working towards first level would benefit from practising multiplication and division skills more often. Most children working towards second level perform a range of calculations confidently using whole numbers and decimal fractions to two decimal places. They are less confident when calculating simple fractions of a quantity. Most children working towards second level discuss mathematical skills they apply and use a range of mathematical vocabulary appropriately.

Shape, position and movement

- Most children working towards early level recognise, describe and draw common two-dimensional shapes well. Most children working towards first level identify properties of a range of three-dimensional objects correctly. Most children working towards first level use compass points to describe direction and can find right angles in the world around them successfully. Most children working towards second level identify and describe a range of angles in the environment effectively. They should now strengthen further their skills to measure and draw angles with accuracy.

Information handling

- Most children working towards early level use their knowledge of colour and shape to match and sort items correctly. Most children working towards first level children present information on a simple bar graph accurately. Most children working towards second level show knowledge of mean mode, range and median confidently. Across the school children would benefit from additional opportunities to collect, organise, display and analyse real-life data in a variety of ways, including using digital technology.

Attainment over time

- Senior leaders correctly identified a decline in levels of attainment, particularly at early and first levels over time. Attainment begins to increase as children progress through second level. Senior leaders have effectively led improvements in teaching reading, writing and

numeracy recently. This has included working with parents to give them skills to be able to support their child's learning at home. Attainment in literacy and English and numeracy and mathematics has started to rise over the last two years, as a result. Predicted attainment figures indicate that improvements in children's attainment will continue. Senior leaders and staff should continue to monitor and track attainment of individuals, cohorts and groups of children to ensure all children continue to make appropriate progress. They should maintain a particular focus on children's progress across early and first level.

- Senior leaders and staff should continue to strengthen approaches to analysing data to illustrate accurately trends in progress and attainment over time for all children. This will support further their understanding of children's progress over time.

Overall quality of learners' achievements

- All children benefit from participating in a wide range of experiences and opportunities at school. Senior leaders audit children's participation in clubs and school committees using a variety of methods, including wider achievement logs. They track this information well to identify children who are at risk of missing out. Staff and partners offer a range of lunch and after-school clubs including football, multi-sports, choir and volleyball. Across the school children compete in sports festivals locally. They improve and develop their social skills and resilience when competing against others. Effective partnership working supports children's achievements very effectively, including close links with the local library and Active Schools.
- Children enjoy sharing and celebrating their achievements through assemblies, online platforms and as part of an annual Raising Attainment, Raising Achievement Day. Children show confidence and pride when discussing their many achievements, in and out of school. Staff award children with certificates for upholding successfully the school values. They share successes with the wider school community through newsletters. Children discuss the positive impact these achievements have on their self-esteem.
- Across the school, there is a range of ways for children to develop their leadership skills and achieve personal success. These include citizenship groups, playground managers and buddies. Staff have introduced recently Brediland wider achievement portfolios to encourage children to link their personal achievements to the Curriculum for Excellence (CfE) four capacities. They should continue to support children to identify skills they develop through these activities. This will support children further to link the relevance of their learning to real-life contexts.

Equity for all learners

- All staff understand the socio-economic background of children and their families well. They provide effective support by responding quickly to children's identified needs. Staff are proactive in ensuring equity of opportunity for all children. Senior leaders have taken positive steps to reduce the cost of the school day for families. They reduce or negate the cost of outings and experiences to ensure all children are involved and included. Senior leaders seek support for families successfully from local and national charities for seasonal events and food vouchers. Staff run a clothing bank sensitively which ensures all children have access to uniform and other clothing. Parents/carers appreciate the proactive approaches that staff take to support financial challenges.
- The poverty-related attainment gap in literacy and numeracy widened post-pandemic. Senior leaders and staff plan prompt and appropriate support for the most vulnerable children. As a result of targeted support, combined with universal supports, staff have started to reduce the poverty-related attainment gap successfully. Senior leaders use Pupil Equity Funding (PEF) well to provide additional teaching staff. The headteacher has created capacity within the

team to provide targeted support effectively in literacy and numeracy for identified children. Senior leaders provide direct support for individuals and small groups. Additional teaching support is having a positive impact on progress in reading, writing and numeracy for identified children. The headteacher plans to review further the use of PEF and the impact on reducing disadvantage.

- Attendance across the school is generally in line with the national average. A few children's attendance fell below the national average last session. As a result, senior leaders have increased their focus on monitoring attendance. They monitor attendance weekly and follow up concerns immediately. They have increased direct contact with parents to support them to ensure their children attend school regularly. The revised approaches to monitoring attendance result in increasing attendance.

Quality of provision of Special Unit (contributes to school evaluations)

The Flexible Learning Resource (FLR) within Brediland Primary School hosts six children on a full-time basis across two classes. FLR staff also support a few children to attend sessions at their mainstream catchment school. They also support a few children through on-line learning. FLR staff also provide guidance and coaching at mainstream schools throughout Renfrewshire for identified schools. Children are referred via the Education Support Resource Group (ESRG) and come from across Renfrewshire. Children work towards returning to mainstream after a period of intervention within the FLR. All children have had disrupted education prior to attending. All children require significant support to help them realise their educational potential.

There are two full-time class teachers, two seconded teachers and one full-time key worker. The key worker is employed over 52 weeks of the year and works with children during school holidays. There have been significant staffing issues in recent years, with a high turnover of principal teachers managing the FLR.

QI 2.3 Learning, teaching and assessment

- The headteacher leads a dedicated staff team who ensure a nurturing, well-planned and highly supportive learning environment. Staff show resilience in their approach to improving children's learning and well-being. They work hard to encourage and connect with children who have previously disengaged completely from education.
- All staff are skilled at recognising children's distressed behaviours. They plan and devise effective strategies to support children. For example, they identify de-escalation techniques and personalised interventions which support positive outcomes for the children. Each child has a Child's Plan in place, and regular Wellbeing Assessments inform targets and revisions of the plan. As a result, FLR staff are both pro-active and responsive to the needs of children in their care.
- Teachers use a wide range of learning environments and creative teaching approaches. They plan learning experiences well around children's interests. The majority of the children are actively involved in purposeful learning for most of their day. All teachers plan enjoyable tasks, which are well matched to children's needs and abilities. All teachers work well with children and their families to help children choose how and what they will learn about. A minority of children are disengaged at intermittent, but significant periods of the school day. This can result in a transference of problematic behaviours between children. Almost all staff manage this well, with strategies in place to help children regulate and manage their emotions. On occasion, this requires children to have individual support and time away from the group to achieve composure. Teachers plan well to avoid such incidences and use expressive arts including art, PE and music to enhance their therapeutic approach to learning.
- Teachers work well with support staff and a range of agencies to meet children's needs. Teachers work collaboratively with visiting professionals including social workers and subject specialists to plan appropriate interventions for identified children. FLR staff help families to access external support, playing an important advocacy role, which families value.
- Children regularly attend carefully planned trips in the community. They attend the library, swimming pool, a farm and have visited Paisley Abbey and town centre. Teachers prepare children well and link outings to classroom learning. All children experience a diverse range of educational and social activities. This helps children to better understand and appreciate their local area. Children are improving their social skills during outings and trips.
- Teachers use a range of appropriate formative and summative assessment approaches to check children's progress in literacy, numeracy and their wellbeing. Senior leaders

acknowledge that a few children are resistant to summative assessment and their sporadic engagement in activities makes assessing progress difficult. On the whole, teachers have an accurate understanding of the progress children make through tracking and monitoring their learning. As planned, senior leaders should now support teachers to better understand CfE levels by planning moderation of learning, teaching and assessment across the curriculum.

QI 3.2 Raising attainment and achievement

- Most children make good progress from their prior levels of attainment in literacy and numeracy. A few children do not demonstrate sufficient progress. This relates to the impact of reduced engagement in learning generally. Children's progress accelerates as they gain confidence and build relationships with staff in the FLR. Senior leaders and staff should continue to build positive relationships and find successful ways to increase engagement in learning. This will lead to improved attainment and progress for all children in the FLR.
- All teachers evidence children's progress across the curriculum through individualised learning profiles. They report on progress in the Child's Plan and plan next steps for learning in Attainment Recovery Plans. Teachers correctly identify an increase in almost all children's attainment over time by referring to jotters and previous assessment evidence. Senior leaders should now devise a more strategic approach to analysing data for children in the FLR. They need to review their system for recording children's attainment to ensure a streamlined approach to measuring progress across the FLR.
- All children in the FLR benefit from learning which reflects real-life situations. This helps them to see the relevance of the skills they are learning. Children build confidence by contributing to their own plans for learning, by sharing their interests and by discussing their learning needs. Children develop skills for learning, life and work through participating in enterprise projects of their own design. Children make highly effective contributions to the school 'Roll Shop'. They design menus, take orders, buy stock and manage funds. The school recently gained a Social Enterprise Award for their work on such projects, where children experience success, gain confidence and exercise responsible stewardship of funds.
- All children enjoy valuable individual sessions with an art specialist. Children describe how they benefit from this time and are proud of the work they produce. Their engagement with expressive arts is helping them to understand their emotions and to express themselves through art.
- All children complete an evaluation activity at the end of the day. Children set their own targets, which are relevant to the skills which they are hoping to develop. These range from social targets, such as better use of good manners, to emotional targets, such as maintaining their speaking voice instead of shouting. Children are proud of their achievements, and they share these with school staff and their own families. Children routinely celebrate success and have a sense of pride in the FLR community. As a result, most children enjoy and value their time at school.
- Most children learn to apply a valuable range of social skills successfully following attendance at the FLR. Parents value the positive regard and the warmth they experience during their child's time there. Parents say their children are more confident, happy and better learners. The majority of children who attend the FLR successfully return to their catchment schools or move onto a mainstream secondary school. All children attending the FLR have increased attendance from their previous school placement and attendance remains high during their time at Brediland Primary School.

Other relevant evidence

- Senior leaders ensure that staff, parents and children are actively involved in determining the focus of PEF within their school.
- All children receive two hours of high-quality physical education (PE) each week. A PE specialist delivers this.

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.