

# Summarised inspection findings

John Paul II Primary School

Glasgow City Council

3 December 2019

## Key contextual information

John Paul II Primary School is a Roman Catholic Primary School. It is situated in Castlemilk, Glasgow. Its associated secondary school is St. Margaret Mary's Secondary School. In September 2019, the school roll was 290 divided between 11 mainstream classes and two classes in a unit for children with additional learning needs.

### 1.3 Leadership of change

very good

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

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

- Senior leaders led recently a review of the values and aims to inform the vision of the school. This review involved all stakeholders, including children, parents, partners and staff. The new values (growth, openness, service, partnerships, expectations and lead) and aims are influenced considerably by Gospel values and the Catholic faith base of the school. They are visible throughout the school, referred to often in classes and at assemblies, and modelled very effectively by the headteacher. Importantly, they also underpin the very positive, respectful and extremely caring relationships which are evident throughout the school, amongst children and between children and staff. Almost all children are very well-mannered and courteous.
- Children are proud of their school. They talk very highly about their teachers, the many opportunities they are given, and the ways in which their views are listened to and acted on. For example, children recognise how they have influenced decisions relating to an 'inspired learning space' in the school, Nessie's Corner. Children are enthusiastic about this space, and the ways in which it is used to enhance their learning. Most children recognise that staff listen very well to their opinions and views in class, and almost all children participate in regular discussion about their learning with their teachers.
- Throughout the school, children enjoy taking part in an active and well-organised pupil council. Through this, they lead school activities, organise charity events, liaise with members of the local community, and provide regular feedback to their peers. This engagement is developing children's self-esteem and confidence.
- Senior leaders and staff are involved regularly in reviewing the school's work. A variety of well-structured activities take place to ensure that children's needs are met effectively. This includes classroom observations, ongoing review of school improvement plan targets and a variety of consultation activities with stakeholders. Senior leaders and staff should continue to use all information that the school is gathering on children's progress to inform positively future developments and interventions. It would be helpful for them to do this in a measured and focused way.

- A school improvement plan is developed annually. This is based on staff's evaluation of the school's work, as well as national and local authority priorities. The improvement plan is well-focused and identifies appropriate school priorities which have been developed in consultation with all staff and a few partners. There is scope for children, parents and partners to be empowered to shape and evaluate regularly these priorities. This would help them to be more involved in influencing and leading change.
- The school also has comprehensive plans linked to allocated funding from the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund (PEF). The headteacher and senior leaders use this funding carefully to provide sustainable initiatives which will continue to benefit children. Current initiatives relate to the provision of an upper stages nurture room, the deployment of a family support worker and considerable engagement of staff in professional learning. These initiatives are already leading to children's wellbeing being enhanced, children being provided with increased opportunities for success, and children's attendance and engagement improving.
- The headteacher is a very strong and experienced leader, who is highly respected in the local community. Alongside the other senior leaders, middle leaders and staff, he has created a culture in which the needs of children always come first and influence consistently leadership decisions which are made. These include the way the school prioritises continually the need to provide an extensive range of opportunities for all children to develop important skills for learning, life and work and to be successful. A recent highly praised initiative includes the school's partnership work with a school in Valencia and the opportunity given to many senior pupils to meet their Spanish friends and travel to Valencia. A range of community partners support the school's aspirations to provide opportunities for children and families. Examples of partners who contribute willingly and regularly to the curriculum and wider life of the school include Priests from the local Parishes and staff from the Jeelie Piece Club, Wiston Lodge, the local library and the local sports centre. The headteacher has a passion for looking outwards and learning from highly effective practice elsewhere. Alongside staff, he seeks to ensure that children at John Paul II Primary School experience the very best.
- Senior leaders encourage and enable middle leaders and all teachers to develop their leadership skills very well. Staff demonstrate a strong commitment to engaging in a wide range of professional learning opportunities, including qualifications which assist them to contribute more fully to the life of the school. This includes them leading working groups and school initiatives very well and giving of their own time to support children well.
- Children are developing a wide range of leadership skills through their involvement in a variety of clubs and activities. This includes a few children, known as Digital Leaders, supporting other children and their teachers to develop their digital literacy skills. It also includes children leading activities in the library, participating in activities associated with Eco Schools Scotland, speaking and singing confidently in community Burns suppers, and engaging very successfully in international work.

## 2.3 Learning, teaching and assessment

very 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

- The school has created a welcoming and highly engaging learning environment where children thrive. The shared vision and commitment to Gospel values are integral to the supportive, purposeful ethos and inclusive culture. Relationships between children and staff are positive and mutually respectful. Children are kind, courteous and supportive to each other in classes and around the school. As a result, children in almost all classes interact well with each other when working in pairs and groups. Children enjoy making effective and purposeful use of learning spaces, especially 'Nessie's corner'. Children and families made a major contribution to the design of this highly inviting and flexible space, which is timetabled for use by all classes.
- Staff across the school have considerable aspirations for all children and encourage them to do their best at all times. Children feel that they are very well supported by adults, ensuring they are ready to learn and achieve. They say that staff know them very well as individuals. Support staff play a central role in the school, enabling learning that is targeted well and accessible to all learners in classes.
- In almost all classes, levels of engagement are high and children demonstrate resilience in their learning. They are eager, enthusiastic learners who enjoy responding to challenges and open-ended tasks. These promote their independence, develop their leadership skills and help them to take responsibility for their learning. Almost all teachers ensure that the purpose of learning is clear. This assists most children to talk confidently about their learning. In most classes, teachers provide timely interventions, which help to consolidate children's learning. In most lessons, children can explain how they will know when they are successful. A next step for the school will be for teachers to build on children's leadership and independent learning skills by involving them in co-constructing the success criteria of lessons.
- Almost all lessons are planned well and take very good account of the range of children's needs. Teachers plan appropriately differentiated activities in literacy and numeracy, which enable children to achieve much success. Most learning activities are challenging and enjoyable. In a few lessons there is scope to increase the pace and challenge of learning.
- In almost all lessons, teachers use questioning effectively to develop children's higher-order thinking skills and understanding. They challenge children regularly to explore more deeply what they are learning. Children make good use of high quality written feedback they receive in literacy, to identify their next steps in learning. A range of high quality feedback now needs to be developed more fully in other curriculum areas.

- Staff use a range of formative and summative assessment methodologies to assess children's progress. This includes them making very good use of digital technologies. Staff use plenaries very effectively to support children's understanding of their progress across planned activities. There is scope to further develop approaches to assessment to include children more actively in assessing their own learning.
- Across the school there are many examples of highly effective practice in using digital technologies to enhance learning. For example, staff are using technologies to extend and support children's reading through the use of apps. Technologies are also being used to enrich children's learning at home, and enable parents to be more engaged with their children's learning.
- Children benefit from participating in a wide range of learning opportunities that contribute to the wider life of the school and local community. All children can participate in a range of citizenship groups, such as Play Champs and Digital Leaders. Additionally, there are many themed weeks throughout the year, often involving parents and employers. The school is well placed to build on this valuable work and link it explicitly to national guidance, for example the 'Career Education Standards'. This will enable children to link more effectively the skills they are developing in school to possible future employment.
- Staff use National Benchmarks, along with helpful progression pathways from the local authority. These ensure that curriculum programmes in literacy and numeracy build on children's prior learning as they move through the school. A next step for the school will be to make better use of available progression pathways in other curricular areas, such as social studies.
- Staff work together well to improve the consistency of their approaches to learning, teaching and assessment. This is helping them to address a few inconsistencies in children's experiences. Staff engage in professional learning and collaborative planning in their efforts to improve continuously their practice. They create regular opportunities to share each other's areas of expertise, development and interest.
- Planning documentation has a clear focus on how learning is assessed. Periodic assessments enable staff to identify progress and next steps at specific times throughout the term. The school takes part in regular moderation activities within the school, across the learning community and local authority. Senior leaders have placed a focus on moderation over the past few years. This is beginning to support staff to increase their understanding of Curriculum for Excellence levels and application of national standards.
- The role of the Challenge Leaders of Learning (CLOL), funded by the PEF, is leading to increasing rigour in planning, tracking and assessment. The CLOLs meet regularly with the class teachers. The needs of all learners are placed at the core of their discussions. Information from these meetings is used very effectively to target and provide additional support for children who require it. Senior and middle leaders review regularly the attainment of different cohorts of children including those with additional support needs.

## 2.2 Curriculum: Learning pathways

- The school's curriculum rationale promotes equity of opportunity and aspiration for all children. Appropriate progression frameworks provided by the local authority are in place to support the planning of children's learning in literacy and numeracy, as well as other curricular areas. All staff make use of these frameworks in literacy and numeracy. However, there is scope for staff to work together to ensure all frameworks are used with consistency across the school. The frameworks link to the National Benchmarks.
- Curriculum development in literacy and numeracy has been the school's priority over recent months, although curriculum developments have been taking place in other areas on an ongoing basis. Staff link these closely to the school's strategic plan for digital technologies. The school recognises the need to continue to review and update its learning pathways in all curricular areas, in line with national guidance.
- Across the school, digital learning is impacting positively on children's learning. Digital learning is embedded throughout the school from routine classroom activities to whole school projects involving international connections and experiences for children. Coding, filming and editing, and integration of apps into class lessons and activities are encouraging and motivating all children to learn.
- Commendably, the school offers children many opportunities to engage in outdoor learning across the curriculum. The school should continue to develop these opportunities, as well as further develop children's skills through the 'Global Goals' initiative and learning for sustainability. There is scope for the school to extend work that is taking place in relation to Gaelic, to complement work that is taking place already in relation to Spanish.
- The school is meeting the national recommendations of two hours of physical education each week for all children at all stages.
- The curriculum is enhanced through the work of a large number of key partners. They offer a range of positive opportunities for children to help them develop important skills for learning, life and work. The school is well placed to make more use of its local context to enrich children's learning experiences.

## 2.7 Partnerships: Impact on learners – parental engagement

- The school has developed strong partnership working with partner agencies and parents. It continues to develop partnerships that promote inspiring opportunities and experiences for children and their families.
- Parents are very positive about the work of the school and the headteacher. Through the support and encouragement of the leadership team, a few parents have now engaged with learning groups supported by a local college. This encourages them to become more involved in the life of the school. It is also helping them to develop a love of learning and share this effectively with their children. We would encourage the school to further develop this work to involve more parents. The school should take steps to form a Parent Council. A few parents have said they would welcome this.
- There are several ways in which the school communicates with parents. These include newsletters and a school app. Parents have commented positively on these. Staff should continue with their plans to use the app. more frequently over the coming months. This will help to engage more parents.
- The school has built strong and positive relationships with parents. Parents are aware of the inclusive nature of the school and its commitment to supporting all children, parents and families. Parents recognise that staff know their children very well. The school offers a wide range of initiatives and opportunities to encourage parents to become more involved in their child's learning. These include open afternoons, workshops and a very inclusive and comprehensive transition programme at the early years.

## 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

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The wellbeing of children is a high priority for all staff. An ethos of mutual respect and care permeates all aspects of the life and work of the school. The recently reviewed school values and the Gospel values, underpinned by care and support for everyone within the school community, are leading to positive, respectful relationships and a calm and purposeful environment for learning. Universal support ensures that all children can access the curriculum. Targeted support for children who may require it is planned and monitored appropriately by staff to ensure that relevant interventions lead to improved outcomes for children.
- Almost all children behave very well. They are confident and happy in school. Children recognise the impact of their behaviour on each other. Staff know the children very well and use restorative approaches to address any issues of indiscipline. This resolves issues quickly and fairly. These approaches provide a consistent positive ethos across all classrooms and in the playground. Almost all children feel safe in the school.
- A well-considered range of activity ensures that every child has the opportunity to be safe, healthy, active, nurtured, achieving, respected, responsible and included. The school places a strong emphasis on breakfast clubs, support for the development of good mental health and online safety. Children learn about aspects of health and wellbeing through assemblies and after-school clubs. Personal and social education permeates all areas of the curriculum and is highlighted through regular assemblies and focused weeks, such as health week. All of these features of school life are having a positive impact on children's wellbeing. There is scope for the school's health and wellbeing provision to be more progressive and aligned to the National Benchmarks. This would help children to develop their skills and knowledge in a more coherent manner.
- The variety of children's experiences in the school and wider community contributes to them becoming confident individuals, successful learners, responsible citizens and effective contributors. They are achieving widely through many different activities. These include regular reward-based trips, a cycling initiative, an art club, a games club and the 'Healthy Hawks' Eco group. Wider achievement is tracked in the school and monitored carefully by the leadership team. This ensures that all pupils are included in activities which are designed to promote and develop their wellbeing.
- Physical education and sport are strong features of practice in the school. Children participate successfully in sports, such as dance, football, athletics and cycling. They also enjoy engaging in many outdoor activities, some of which are offered alongside Wiston Lodge Residential Centre. Playground equipment, including bikes and climbing frames, and Play Champs, encourage children to maximise their opportunities for physical activity and help them to feel well supported.

- Families and external partners, such as health professionals, community workers, nursery staff and secondary staff, play a significant and valued role in the development and support of children's wellbeing. The school's focus on supporting individual children and their families is leading to a high level of trust in the school community. The recently appointed family learning worker supports children and families effectively in a range of ways, responding with appropriate interventions to ensure that pupils can access their education. Children are also well supported by a team of support for learning staff who work closely with class teachers to ensure that learners needs are met, including the most able learners.
- Commendably, children are able to lead on aspects of wellbeing provision in the school, most notably in the upper school breakfast club where they prepare and serve food for their peers. Children are also involved in leading aspects of school life to support the wellbeing and learning of others. This includes a team of digital leaders, sports leaders and nominated pupil council members.
- The headteacher and all members of staff place a strong focus on supporting children and their families to prioritise attendance and timekeeping. This is ensuring that all children maximise their learning time in school, leading to more positive outcomes for children and families.

### **Statutory duties**

- The school complies and engages with statutory requirements and codes of practice and regularly refreshes staffs understanding of these through inset days and whole staff meetings. The school leadership team should continue with its plans to streamline recording processes and monitor any emerging patterns that may require intervention. This will lead to the needs of all children being met more systematically.

### **Inclusion and equality**

- The ethos of the school is warm and welcoming. John Paul II Primary School is an inclusive school. The nurturing approach taken by skilled staff in almost all classes and in the nurture bases ensures that children feel included and have a strong sense of belonging. Almost all children feel that their views are welcomed and valued. Children are clear about their role in ensuring they respect every person in the school.
- Staff make consistent use of Getting it right for every child (GIRFEC) to ensure that all aspects of a child's life are supported well. This includes them supporting children to maximise their life chances and potential to achieve. Appropriate wellbeing assessments and plans are developed by class teachers and senior leaders to support children who require additional support with their learning. These are reviewed regularly, helping children and their parents to understand their learning needs on an ongoing basis.
- Parents and the wider community hold the school in very high regard, and the staff team works relentlessly to involve parents in the life of the school.
- Diversity is celebrated and respected in John Paul II Primary School, with children and staff recognising the importance and value of other cultures and nationalities. The school's highly successful e-twinning work with a school in Valencia is leading to outstanding experiences for all children who participate. It is expanding their horizons and life aspirations.
- Children feel confident in their ability to recognise and challenge discrimination. Senior leaders recognise there is further scope to develop structured learning opportunities for children in

relation to equality and diversity. This will help children to develop a broader understanding of the needs of different groups of people.

- Almost all children who are recorded as having additional support needs (ASN) are supported successfully to access their learning and make appropriate progress at their own pace. Teachers track attainment well for these children and the senior leadership team monitor carefully their progress. They action interventions appropriately. Staff are consistent and caring in their approach to support children who require additional support with their learning. As a result, children's outcomes are improving.
- Almost all staff are very aware of individual children, their families and the school's wider context in the local community. The school has a very positive approach to creating equity. Families are well supported and staff include sensitively all children in school activities. This ensures fairness and parity of experience for all.

## 3.2 Raising attainment and achievement

very good

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

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

### Attainment in literacy and numeracy

- Overall, attainment across the school in literacy and numeracy is very good. Data provided by the school is based on teachers' professional judgement. Teachers track and monitor children's progress through the use of national assessments, other summative assessments and information gathered by the curriculum leads in literacy and numeracy. Progress across the school has shown consistent improvement in the main and is variable only for a few children.
- Evidence provided by the school on children's achievement of Curriculum for Excellence levels for 2018-2019 shows that by P1, most children achieved early level in reading, writing, listening and talking and numeracy. At P4, the majority of children achieved first level for reading, writing, listening and talking and numeracy. The majority of children achieved second level by P7 in reading, writing, listening and talking and numeracy. We agree with the school's attainment data in literacy and numeracy.
- The school is very aware of its individual context and children are carefully targeted for support to raise attainment on an individual and group basis. This is leading to a considerable number of targeted children making very good progress.
- Teachers are involved in a range of moderation activities and are developing their professional judgement well through these activities. They should continue to take part in these activities, engaging widely with partner schools and local authority colleagues. Teachers now need to engage further in moderation activities across all curricular areas.
- The school leadership team is aware of the need to consider and further develop the tracking and monitoring of children's progress across levels. This will lead to all staff having increased confidence in assessing children's attainment over time.

### Literacy and English

- Overall, attainment in literacy is very good. Staff are developing increasingly effective approaches towards raising the attainment and progression of children who may face barriers to their learning. Over time, staff can demonstrate effectively the impact of these interventions on children's attainment. For example, almost all children receiving additional support for literacy achieved early level. In the middle stages, staff are targeting reading and writing for a group of children. These children are attaining well and staff are beginning to see early signs of improvement. Children who require additional support with their learning in the middle and upper stages are also making improvements.

## Listening and talking

- Across the school, children's progress in listening and talking is very good. Most children are confident and articulate when talking about their experiences. They continue to develop their presentation skills across all areas of the curriculum. A few children are still learning to take their turn when engaging in dialogue. Their skills in listening to each other should also be further developed. They are confident in sharing and justifying their views in group and class discussions.
- At the early and first level, children can follow simple instructions and answer questions effectively. At second level, almost all children can contribute relevant ideas to discussion and can build on and extend the ideas of others. The majority of children at this level can justify their opinion and most respect that others may have different viewpoints.

## Reading

- Overall, children's attainment in reading is very good. Almost all children across the school are enthusiastic about reading and read regularly a variety of texts for enjoyment. They can identify features of books which are designed to attract readers. Increasingly, staff are making effective use of digital and audio-visual materials to engage all, especially those for whom reading is a challenge.
- Within early level, children are making good progress in recognising familiar words and using their initial knowledge of phonics to attempt new vocabulary. Children are growing in confidence in developing tools for reading. There is an appropriate range of choice of reading material in class libraries to help children develop an interest in reading for enjoyment. By the end of first level, most children can explain preferences for particular authors and identify key features of different types of texts. They use a range of word recognition strategies well in independent reading activities. At second level, the majority of children are aware of techniques the author uses to influence the reader, for example, word choice and sentence structure. Almost all children understand the purpose of a text and can identify authors they like and explain why.

## Writing

- Children's attainment in writing is good. Across the school, children have regular opportunities to develop their ideas through extended pieces of writing. They respond very well to a range of stimuli to provoke their imagination and generate ideas to develop further their writing skills. There are many examples of story writing across the stages. However, teachers now need to provide opportunities for children to develop their knowledge and skills in writing across a variety of genres.
- At early level, most children are making a good start to forming letters and known words, such as their name. Children who have achieved early level are able to write a simple sentence. Most children at first level can explain and use key features of a range of writing genres and use planning techniques to structure extended writing. They are able to use a range of openers and connectives to engage the reader. At second level, most children can vary sentence structure and length to reflect the purpose of the text. They can make appropriate choices about layout and presentation. Children can confidently discuss appropriate use of punctuation and the benefits of using parts of speech to enrich their writing. Feedback from teachers is used effectively to improve the structure and content of extended writing.

## **Numeracy and mathematics**

- Attainment in numeracy and mathematics is very good. The majority of children, including those in the ALN unit, are making appropriate progress.
- Digital resources are used effectively to enhance numeracy work at all stages.

## **Number, money and measure**

- At early level, most children can count numbers up to ten and name the primary colours, and days of the week. At first level, children are estimating amounts, exploring number patterns with growing confidence and sequencing numbers. Most children can use number lines to assist addition. At first level, a few children are lacking in confidence in explaining some of the addition and subtraction strategies. A few children at first level are unsure when comparing fractions but they can recognise and describe numerators and denominators. Most children at first level can demonstrate and read times on a clock in analogue and digital formats. At first level, most children are secure in their knowledge of days of the week and months of the year. At second level, children can recognise and work with large numbers. They are aware of place value and can describe the strategies they use for addition, subtraction and multiplication. At second level, most children are confident with fractions and their percentage and decimal equivalent. At second level, most children can solve complex money problems and find change from a given amount.

## **Shape, position and movement**

- As they progress through the school, most children are developing an understanding of 2D shapes and 3D objects. At early level, most children can name a range of 2D shapes. At first level children can name a range 2D shapes and 3D objects. At first level, most children are able to identify acute, obtuse and right angles. At second level, most children can identify these angles and their properties, and relate them to the environment. They can identify and draw a cube and describe its properties.

## **Information handling**

- At the early level, children can gather, collect and present their data in pictograph form. By second level, children can present their information in bar charts, block graphs, line graphs and Venn diagrams. At second level, children use data from surveys and questionnaires to illustrate their work in real life contexts. For example, the 'Health Hawks' make good use of digitally produced displays to illustrate their committee work on health and wellbeing.

## **Attainment over time**

- The school's data includes the attainment of all children, including those in the Additional Learning Needs Unit.
- Over the past three years, a range of data produced by the school shows that, in the main, children perform consistently well across Curriculum for Excellence levels. The leadership team recognise that teachers' developing understanding of achievement of a level is impacting positively on their professional judgement, and the reliability of data gathered.
- Analysis of the school's data shows that outcomes in numeracy have not improved in line with improvements in literacy. The school leadership team recognises the need for continued intervention and close monitoring of the effectiveness of all interventions. Additionally, they have targeted correctly numeracy as an area of development for the coming year.

## Overall quality of learners' achievement

- Children are involved in a very wide range of high-quality, exciting activities which enable them to achieve. Children develop their leadership skills in a number of ways. They take responsibility as 'play champs', supporting younger children in the playground with care and sensitivity. They also act as 'play leaders', organising and managing playground activities. As library leaders, a few children promote literacy and reading for enjoyment. This is helping other children to be motivated by a range of texts. Children at P7 are developing their enterprise skills through leading a well-organised and successful breakfast club. Children also achieve very well through activities which encourage them to develop personal responsibility and citizenship skills. These include many initiatives to support local, national and international charities. Children are involved in 'Health hawks,' a children's committee, which leads on environmental and wellbeing issues. Commendably, this group has recently been awarded the Eco Schools Scotland 'green flag'. Children have also formed strong links with the Sense Over Sectarianism' organisation (Show racism the red card). This is helping all members of the school community to develop their understanding of the importance of treating all people fairly, without discrimination. Children at P7 are pursuing the Pope Francis Faith Award. This is further developing their faith and involvement with the local parish. Links with Wiston Lodge, the library and the Jeelie Piece Club are also helping children and their families to develop important and enriching life skills in relation to their health and wellbeing. Children also achieve success in other activities, such as Irish dancing and football.
- Most children across the school continue to achieve very well in relation to the school's link with a partnership school in Valencia. They are learning about Spanish food and culture. They are also learning Spanish. Children at P7 have also had the opportunity to experience foreign travel, travelling to Valencia with their peers and staff. This has been a very special experience for them and has helped them to develop life skills and an increased understanding of the world.
- The school has received recently the Digital Learning and Teaching Award 2019 for its digital provision and the ways in which digital technologies are used. Children contributed considerably to the school's application and to the school's major success in achieving this award.
- Children's achievements are celebrated very well in classes, at assemblies and in the local parishes. They are also celebrated through social media and more widely through the national press. This helps children to develop increased self-esteem and confidence and to value their work.

## Equity for all learners

- The headteacher and staff are very knowledgeable about their local community and understand the needs of all children and families well. The school is highly effective in working with partners to provide opportunities for all children.
- The school leadership team has put in place effective interventions to offer additional support and resources to groups of targeted children. These include a junior nurture base and an upper nurture base. Children receive additional support from these bases, which is leading to them having improved wellbeing and developing socially. The support is also improving children's attendance, attainment and cooperation. Home-link staff members also provide support for a few children, forming closer, more productive relationships with home. In all cases, parents and staff are working well together to meet children's needs. A wide range of new material resources have also been used to enable all children to access learning more easily. This

includes the school's creative use of a range of digital technologies. Most interventions have been funded through the SAC and PEF.



### Choice of QI: 3.3 Creativity and employability

This indicator focuses on a range of significant skills for learning, life and work which children and young people should increasingly be able to demonstrate as they move through their learning pathways. A key feature is learners' ability to apply their skills in a range of contexts, including in unfamiliar settings. Learners understand the importance of these skills to their future lives and to local, national and global economies. The themes are:

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

- Increasingly, children are encouraged to take ownership of their own learning. Creativity and innovation are embedded in most learning environments, in particular in relation to how children are using digital technologies. Children make decisions as to how they wish to learn and use technology appropriately to record their learning. This is leading to increased numbers of children achieving in class. Children work well independently, in pairs and in groups. They can discuss their learning confidently.
- The school makes good use of partners to enhance children's learning. Business partners, health partners and parents contribute regularly to themed learning weeks, such as the digital learning week and the careers week.
- The school's work in relation to enhancing teaching, learning and assessment through digital technologies is outstanding and well celebrated. The school has won national awards in relation to this work, such as the Digital Schools Awards Scotland and the Scottish Education Award for Digital Learning and Teaching.
- Digital technologies are embedded well in almost all lessons, with most children using them confidently to enhance their learning. Through digital technologies, children enhance their digital literacy skills continuously, preparing them well for a range of future employment opportunities. Digital technologies are also used very effectively to remove barriers to learning for a minority of children. This is helping them to learn in ways which are natural to them.
- Most children talk enthusiastically and competently about how they have been using a wide range of digital technologies to enhance their learning. Commendably, they are interested in exploring different and fun ways that digital technologies can be used. They are imaginative and open-minded. A few children show their confidence in using a range of digital technologies by offering regular support to other children and their teachers. This helps them to appreciate the ways that different people learn through digital technologies. They are timetabled to attend all classes on a weekly basis, sharing their skills. Children and teachers value their input very much.
- All children at John Paul II Primary School acquire a wide range of skills for learning, life and work. Children can talk about many of the skills they are developing, and partners and parents talk enthusiastically about the ways in which children are enabled to develop holistically. Many of the skills that children are learning are not labelled explicitly. However, they are linked closely to the school's vision, values and aims and lead to children being responsible and caring towards one another and to the local community, and developing an appetite for social

justice. There is scope for staff to talk more regularly with children about the skills they are developing in a more structured way. This may lead to children developing their skills more progressively, and proactively.

- Most children have also developed a wide range of life skills through the school's work with international partners. Children at P7 have experienced foreign travel through this work. However, many more children have gained new perspectives of the world through activities linked to different countries that the school links with. The school's Spanish day is regarded to be a very good learning experience and fun event for children and their families, helping to strengthen further the school's sense of community. The school also enables very good communication with international partners through highly effective use of digital technologies.

## Quality of provision of Special Unit

### Context

The Additional Learning Needs Unit (ALN Unit) within John Paul II Primary was established in 2011 to meet the needs of children with additional support needs living in and beyond Glasgow City. Children are placed in the ALN Unit by the City Inclusion Group. At the time of the inspection, there were 15 children, ranging from P1 to P7, split between two classes, one for P1 to P3 and a second for P5 to P7. Each class is staffed by a teacher and a support for learning worker. Most recently, further support has been provided to meet the needs of a few children. The ALN Unit is overseen by the depute headteacher. (DHT).

### Leadership of change

- The leadership team are visible within the ALN Unit. They have built positive, trusting relationships with children, their parents and staff. There is a clear vision based on Gospel values and developed with all stakeholders which reflects the local context. Staff know children and their families very well. As a result, parents talk positively about the impact attending the ALN Unit has on their child's self-esteem and confidence. Inclusive approaches in the Unit are central to meeting the needs of all children.
- The DHT empowers class teachers to make use of a variety of contexts for learning and some children have the opportunity to take part in community-based learning for a significant portion of the week. Senior leaders should ensure this learning demonstrates progress, with all experiences being based on a clear curriculum rationale.
- Staff are enthusiastic practitioners, who are keen to learn all they can about children's individual needs and barriers to learning. They work collaboratively with their mainstream colleagues to facilitate change in the school. As a result, most children are supported effectively and engage well in their learning. The DHT should ensure that all teachers' professional learning is current and relevant, including opportunities for staff to share effective practice regularly, discuss pedagogy and visit other schools.

### Learning, teaching and assessment

- Staff motivate, engage and encourage most children and are committed to building positive relationships with them. Most children display positivity, enthusiasm and confidence. Community spaces, including the school grounds, are used well and children's involvement with older people in the community results in them receiving high quality learning experiences. These include children having authentic opportunities to work with money, use lists and shop for food. Children's progress should now be assessed using the National Benchmarks and Milestones to ensure their next steps are challenging and differentiated appropriately.
- Teachers and support staff work together well to provide high quality learning experiences in most lessons. They ensure that most children are settled and ready to learn. Most children enjoy activities that are personalised. A few children would benefit from a more structured day to improve their motivation. A few children would enjoy greater challenge to extend their learning and allow them to make more effective progress. A few children would benefit from receiving more consistent support in having their social, emotional or behavioural needs met well.

- Extensive digital technology resources motivate children very well to develop their skills for life. Children's learning is enhanced very effectively as they play, socialise and learn alongside their mainstream peers.
- Staff assess children's progress and engagement through a range of assessment processes. They collect evidence of learning through observations. This evidence is used to plan appropriate learning experiences for most children and next steps in learning. We have asked teachers to use National Benchmarks and Milestones more consistently to support teachers' professional judgements.

### **Ensuring wellbeing, equality and inclusion**

- Families of children in the ALN Unit are positive about the provision, reporting that their children do very well. Teachers value, include and respect all children. Relationships with parents and the school community are positive and supportive. Support staff report that there is a very strong sense of community. Children are taught within the mainstream classes, where appropriate. Children throughout the school show compassion and demonstrate their school values well in interacting with children who are based in the ALN Unit.
- Approaches to ensuring wellbeing in class are reactive in a minority of lessons. Children are not always engaged well.
- All children have Wellbeing Assessment Plans (WAP) with targets under the wellbeing indicators. These are used to plan and track learning and they are reviewed regularly. Senior leaders, through tracking meetings with teachers, monitor effectively the progress each child is making. Each child has an annual review to discuss their progress and plan their next steps. Staff should ensure that all targets are appropriate to children's barriers to learning.

### **Raising attainment and achievement**

- Almost all children are working on individual milestones and are making very good progress from their prior learning. Almost all children are working within the early level of Curriculum for Excellence. A few children are working on aspects of the first level and second level in literacy and numeracy.
- Younger children develop their early writing skills appropriately through mark making on a variety of media, including paper and sand. They are also developing cutting skills and completing jigsaws. Children enjoy handling books and listening to stories which are read to them. They are beginning to emerge as communicators, through sounds, words and, for some, talking in sentences. In numeracy, children are learning to take turns. For a few, this is through cause and effect toys. A few children are learning to rote count and recognise number names to five. Teachers should consider how they are meeting the needs of a few children who are emergent talkers. This should include them considering how effectively they are using technology in this area to support children.
- Older children listen and follow instructions well. Almost all communicate confidently with their peers and adults. Senior children can spell simple words using phonics. They are also practising cursive handwriting and using digital technology to present their work effectively. Most children can write sentences and a few can write stories at length. They can write letters, imaginative stories, recipes for witches potions and poetry at Christmas time. The school should continue with its plans to develop writing further. Most children can read and discuss simple texts, retelling a story and asking and answering questions.

- Most older children count to 20 and beyond, count on and back, add and subtract, multiply and divide and recognise coins to £1 and beyond. A few understand time, weight, angles, coordinates and fractions.
- The ALN Unit tracks children's attainment over time in literacy and numeracy. Individual tracking records show that almost all children are making very good progress. Staff are not yet tracking attainment across any other areas of the curriculum. Teachers need to continue to improve the way that they are using WAP targets to track children's progress consistently and develop fully their skills for learning, life and work.
- Learners in the ALN Unit take part in a variety of wider achievement activities. This includes them being 'Health Hawks', members of the pupil council and acting as buddies. Children's self-esteem is improved as a result of these.
- Children are included very well in mainstream classes for most curricular areas and engage actively in interventions which are used to raise attainment. They benefit from community links with the parish, local parks and shops. These provide them with effective opportunities for challenge, and to achieve success when accessing new and unfamiliar settings. This is helping to develop their confidence.

## Other information

### 2.2 Learning pathways theme 2: Learning Pathways

- Planning for progression takes place for most activities and is assessed using the National Benchmarks. Activities build skills for learning, life and work. Literacy and numeracy skills now need to be identified and planned in all classroom activities. This will help children to make more effective progress.

### 2.7 Partnerships theme 3: Impact on learners

- Teachers communicate well with parents in a variety of ways. This includes meetings to discuss children's progress, engaging in ongoing informal dialogue, using a school app., and using social media. This helps parents to understand how they can support children's learning at home. The school should continue to monitor the impact of this work on raising the attainment of all children.

### 3.3 Creativity and employability

- The use of digital technology is enhancing and personalising learning. Children are competent, motivated, engaged and confident users of tablet computers and digital cameras. These are used well to support children to understand how digital solutions can be used to record, present and review their work. Digital technologies are used well in classrooms. For example, safe chatrooms are used to help children communicate with their Spanish peers in preparation for an exchange visit to Spain. Children are also learning how to programme robots, use drones and create videos in a green screen studio. The green screen studio is supporting creatively their learning about Egypt.

## Practice worth sharing more widely

The school's work in relation to enhancing teaching, learning and assessment through digital technologies is extremely successful and well celebrated. The school has won national awards in relation to this work, such as the Digital Schools Awards Scotland and the Scottish Education Award for Digital Learning and Teaching.

Further practice worth sharing more widely is in relation to the school's partnership work with a school in Valencia. This is leading to improved learning experiences for children from John Paul II and children from Spain. It is improving their language and communication skills, as well as their cultural awareness. It is also helping them to develop a wider understanding of the world.

## 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.