

Summarised inspection findings

St Mirin's Primary School

Glasgow City Council

23 April 2024

Key contextual information

St Mirin's Primary School is a denominational school situated in the south side of Glasgow. At the time of inspection, the school roll is 281 children, organised across 11 classes. The headteacher took up post in August 2022. Prior to her appointment, the school experienced recruitment challenges, having three different headteachers over a two-year period. The headteacher is supported by one depute headteacher, two principal teachers and an acting principal teacher. The acting principal teacher is funded through the use of the Pupil Equity Fund (PEF). 22% of the school community live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. 25% of P6 and P7 are registered for free school meals. 19% of children on the school roll have an additional support need and 12% have English as an additional language (EAL).

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

- The highly effective headteacher has been in post since August 2022. She is very well respected in the local community and has gained the trust of children, parents, staff and partners. She has a clear vision for the school and a deep commitment to improving outcomes for all children. She is providing strong, measured leadership and direction, supported very effectively by the depute headteacher. Together, their passion and determination motivate and empower staff and the wider school community to share and sustain the school vision. Their aspirational vision, 'be the best you can be' is the result of wide consultation and reflection across the school community. All staff work very well together. They are a dedicated team, committed to improving outcomes for all children. Staff welcome opportunities to make a positive difference to children's wellbeing. They build supportive and positive relationships with children. This ensures children are well-behaved and kind to each other and adults in the school. Children learn in a calm and supportive environment, as a result.
- The values of kindness, faith, inclusiveness, respect and responsibility are reflected strongly in the life and work of the school. Senior leaders involved the whole school community effectively in the consultation and identification of these values. Children, parents, partners and staff model the school and Gospel values in their quality interactions with each other throughout the school day. They refer regularly to the school and Gospel values through assemblies and in daily conversation. As a result, children recognise these qualities when displayed by others and nominate peers for recognition as 'Pupil of the Day'. The whole school community is involved fully in the ongoing review of the difference the school values make. Children know the relevance of the values very well and talk confidently about how they show them in their daily interactions and experiences.

- Senior leaders' highly effective approaches to school improvement are ensuring everyone has an increased role in influencing change. They manage the strategic direction and pace of change very effectively. Senior leaders and teachers identify school improvement priorities by involving stakeholders in purposeful self-evaluation. They consider and plan improvements carefully to ensure that they make the biggest difference for children. The headteacher creates a culture of empowerment which builds capacity and confidence in the staff team, including the senior leadership team. This enables staff to collaborate successfully and lead on areas of school improvement. For example, teachers have developed a successful whole-school strategy for teaching writing. This is impacting very positively on children's attainment and progress in writing. Senior leaders seek feedback regularly and consider carefully views and ideas from staff, parents and partners. They identify that a next step is to continue promoting creativity across the school as they develop further consistency in high-quality learning and teaching.
- Senior leaders and staff value children's participation in school improvement work. They continue to build on the opportunities children have to take on leadership roles well. For example, children lead a new house points system linked to school values and are involved in developing new lunchtime clubs. Children are very enthusiastic about their house system. They enjoy that staff recognise and reward them for their successes. Children benefit from the increased responsibility for planning and leading activities for other children. The literacy committee plan and lead regular listening and talking activities in P1. Through these roles children develop their skills in organising, collaborating and communicating. Staff are well placed to continue to build leadership opportunities for children to lead learning in class. They should continue to look for meaningful ways for children to use their skills across the school to bring about change.
- Senior leaders know the school's strengths and areas for improvement very well. They have developed and implemented effective arrangements to check the quality of the school's work, including regular, purposeful self-evaluation activities. They sample children's work, carry out lesson observations and hold focus group discussions with children and teachers. Senior leaders support teachers well to develop and reflect on their practice continuously through high-quality professional learning and discussion. For example, senior leaders have supported teachers very well to develop their understanding of effective questioning strategies. All staff describe the positive support they receive from senior leaders. They are empowered to reflect on their work and are keen to adapt learning and teaching approaches where needed.
- Senior leaders and staff have a very clear understanding of the local context and needs of the school. The headteacher consults with staff and the Parent Council on the allocation of the PEF. She uses this funding well to target improvements in literacy and numeracy attainment. Senior leaders and staff monitor interventions regularly and can evidence positive impact on progress and attainment in reading, writing and numeracy for children. Moving forward, senior leaders should ensure that all parents and learners are involved actively in determining the focus of the PEF spend for their school.

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 welcoming and inclusive ethos which is underpinned by the recently refreshed school vision, values and aims. The staff team build caring, compassionate and nurturing relationships with all children. Children across the school demonstrate very positive relationships and behaviour with each other, as a result. They listen to staff respectfully, interact well with each other and participate enthusiastically in classroom activities. Children welcome visitors proudly to their school.
- In almost all lessons, children are engaged and motivated within a very calm and purposeful learning environment. All teachers use praise effectively to support children's confidence and self-esteem. In almost all classes, children work well independently, in pairs and in groups. Staff have developed very attractive and stimulating wall displays across the school that recognise children's achievements and celebrate children's work. All teachers ensure that appropriate resources are available for children to support them with their learning. This includes concrete materials and helpful strategies that they display within classrooms. Most children can discuss how this supports them to find solutions and become more independent in their learning. Almost all children are aware of their rights and relate this to their class charters. All these effective features result in children behaving well.
- Most children benefit from rich learning experiences in the recently-developed outdoor learning areas. Most teachers use these areas effectively to support children's wellbeing and as stimulus for learning. These opportunities enhance learning and motivate children greatly to engage in the outdoors. Senior leaders should now ensure that all children experience planned, high-quality, outdoor learning regularly.
- All children in the P5 to P7 classes have access to their own digital device. In all classes, children use digital technology effectively to support their learning. Pupil digital leaders support digital literacy across the school. They are effective lead learners in the use of digital platforms and applications within their own class. Children with additional support needs benefit from using accessibility tools on their device to support their learning. Staff should continue to develop creative approaches to using digital technology to enhance teaching and learning further. Teachers should ensure that they develop further children's digital skills in a planned and progressive way.
- Senior leaders have prioritised professional learning to develop further teachers' understanding of high-quality teaching and learning. As a result, there is greater consistency in children's experiences across the school. For example, in almost all lessons, teachers share with children the purpose of learning and how they can be successful. They should now consider ways to include children more regularly in co-creating what success should look like. This will help children to identify progress and their next steps in learning. In almost

all lessons, teachers highlight the higher order thinking skills that children are developing. Children speak positively about how this helps them to understand their learning and how they can relate their learning to real-life experiences. A minority of lessons are overly teacher-led. Teachers should consider how they can plan learning more effectively to give children greater ownership of their learning. This will promote creativity and give children increasing opportunities to lead their own learning.

- In almost all lessons, teachers give clear explanations, and most teachers use skilled questioning to engage and extend children's learning. Most teachers encourage children to reflect on their learning. As a result, children are able to talk about their learning confidently and articulately. Senior leaders should now ensure that learning experiences planned meet the needs of all children. This will maximise progress and achievement and ensure the pace and challenge of all lessons is appropriate.
- Most children value the written feedback that teachers give them. Teachers increasingly give children feedback on their writing that is linked to identified success criteria. Senior leaders should now ensure that the quality of feedback given to children is of a consistently high-quality across the school. Children create learning targets in literacy and numeracy. Teachers and children review these targets to help children see the progress they are making in their learning. Children would benefit from increased opportunities to review their targets more regularly. This will ensure they have greater understanding of their personal progress and will develop further their confidence in creating personal learning targets.
- Senior leaders, and teachers at the early stages have worked collaboratively to embed play-based learning. Children experience a range of stimulating learning environments that encourage independent learning, creativity and opportunities for personalisation and choice. This is having a positive impact on children's achievement and attainment. There is an effective balance of free play and teacher-led activities. Teachers have established a pupil play committee. In this committee, children suggest improvements they would like to make to their play spaces. This is enhancing further the development of play-based learning. All staff should continue to develop further their understanding of play pedagogy as they extend their play offer across the school. This will support progressive experiences at all levels.
- All teachers plan learning collaboratively over a range of timescales using progressive plans linked to Curriculum for Excellence (CfE) experiences and outcomes. Children increasingly contribute to planning their learning using 'what I know' and 'what I want to know' frameworks. As planned, senior leaders should continue to improve the planning process to support teachers to provide high-quality experiences for all children. They should ensure that assessment is an integral, ongoing part of planned learning and teaching.
- Senior leaders have created a helpful assessment framework. The assessment framework outlines clearly when key assessments will take place across the school year. Teachers should ensure that assessment is linked well to the national Benchmarks. This should include planned, high-quality assessments that give children the opportunity to apply their learning in unfamiliar contexts. This will enable teachers to make more informed decisions about children's next steps in learning and will enrich the quality of assessment evidence.
- All teachers have engaged well with moderation activities within school and with other local schools to develop their understanding of national standards. Senior leaders identify correctly that they need to help teachers develop a better understanding of effective approaches to planning and assessment. This should help teachers to have a more consistent understanding of children's progress and achievement of a level. This will ensure that all children are appropriately challenged in their learning.

- Senior leaders and teachers discuss the progress of individual children termly. They share valuable information about children and their progress during these meetings. Senior leaders and teachers should now use this information more rigorously to focus on improving attainment and achievement. They should ensure they record clear, measurable action points that they review regularly. Senior leaders and teachers work together to put effective interventions in place for individuals and groups of children. Senior leaders work collaboratively with partners to support some of these interventions. These planned interventions and strategies are impacting positively on children's learning. Senior leaders evaluate the impact of literacy and numeracy interventions regularly. They should now ensure they consider all information about children's learning when implementing interventions.

2.2 Curriculum: Learning pathways

- Teachers use local authority planning pathways to make meaningful links across all areas of the curriculum. These pathways provide appropriate progression in learning and support children to build on prior learning. This ensures that children have a broad and varied range of experiences. Most children are able to discuss the transferable skills they are learning and can relate them to their learning, life and potential work opportunities. As planned, senior leaders should now work with staff to implement a clear skills progression framework. This will support children to develop further skills for learning, life, and work.
- All children engage in high-quality learning activities in art, celebrating Scottish culture. Teachers plan a wide range of progressive art and design learning experiences that build on children's knowledge and skills. These opportunities support children to experiment with different techniques and media successfully to create their own images.
- All children receive their full entitlement of two hours high-quality physical education each week. Teachers make effective use of indoor and outdoor spaces to deliver this. The headteacher should now work with staff to improve coherence in the health and wellbeing curriculum from P1 to P7. This will support them to track children's progress in all aspects of health and wellbeing. It will also ensure children develop skills and knowledge across all aspects of the health and wellbeing curriculum.
- All children learn French appropriate to their age and stage of development. Teachers work collaboratively and use a progression pathway to develop children's knowledge and skills in French effectively. In line with the Scottish Government's 1 + 2 language policy, teachers should ensure that, from P5 to P7, all children learn a second modern language.
- Children benefit from well-stocked class libraries and a school library that provides a range of fiction and non-fiction texts. Classes visit the recently upgraded school library weekly and children are encouraged to borrow texts to read for pleasure. Children take on leadership roles through school literacy and librarian committees. This helps to promote children's interest in reading across the school.

2.7 Partnerships: Impact on learners – parental engagement

- Parents comment positively on the caring, approachable and supportive staff, referring to a strong community spirit. The quality of relationships with parents results in children feeling secure, happy and enthusiastic about school. Almost all parents report that they feel their child is safe, respected and developing in confidence as a result of the nurturing approaches evident across the school. They recognise that the school offers an inclusive and welcoming learning environment for children.
- Senior leaders and staff keep parents informed of children's achievements and the work of the school in a variety of ways. Senior leaders use a range of approaches to gather feedback and suggestions from families, such as digital surveys and questionnaires. Almost all parents feel comfortable approaching the school with questions and suggestions, as a result. Senior leaders and staff have developed effective partnerships and positive relationships with parents. They provide helpful information to support children's learning at home. For example, through holding parent workshops to enhance the learning experiences of children. Most parents report that they feel more informed about their child's learning and more confident in supporting their child's learning at home.
- The Parent Council works effectively in partnership with school staff and fundraise regularly for the school. All children benefit from the resources and valuable social experiences the Parent Council provides. Senior leaders consult with the Parent Council on improvement priorities and other important decisions, such as the use of the school's allocation of PEF. This partnership is enhancing the work of staff in supporting families and overcoming barriers to learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a warm, welcoming atmosphere throughout the school, which reflects a strong ethos of care and support. Children are very proud of their school and show respect for adults, each other, and the wider school community. Relationships between staff, children and their peers are very positive. All staff and partners promote positive relationships, creating a climate where almost all children feel safe and secure. All staff praise children regularly and encourage children to give one another compliments daily. Children are growing in confidence and able to talk about their strengths more easily, as a result. All staff celebrate children's positive behaviour and achievements in class and during assemblies. Children share proudly the different ways that they experience success.
- Children have a clear understanding of their wellbeing. They discuss readily what they need to do to be safe and healthy. Children give effective examples of how staff support them to be safe, healthy, active, nurtured, achieve, respected, responsible and included. For example, making healthy eating choices and playing outdoors. They talk confidently about factors that contribute to positive wellbeing, such as physical activity and having good mental health. Almost all children recognise that in school, they learn how to lead a healthy lifestyle. Almost all share that they have lots of chances to get regular exercise in school. For example, through clubs such as dance, rugby and gymnastics. These opportunities help boost children's confidence, attention and motivation.
- All staff support children very well to understand how their emotions affect their wellbeing. Children use well-developed language to discuss their emotions and how adults in school help them to feel positive. For example, they share enthusiastically the help they can get from the Out of School Care (OSC). They talk about how working with OSC adults helps their mental health if they are struggling emotionally. Children are positive about being able to access calm zones in their classroom. They choose to use these well-planned spaces if they are becoming overwhelmed. Most children manage their emotions very successfully as a result of the supports available to them. They are confident about sharing concerns with an adult who knows them well.
- Senior leaders work well with external partners to access support that will enhance children's wellbeing. They work well in partnership to develop children's spiritual, mental, emotional, social and physical wellbeing. For example, Church representatives support children and their families through Sacramental preparation and strengthen children's connection with their faith. Active schools' coordinators support children to take part in a range of sports. The headteacher and depute headteacher are building a strong working relationship with the OSC. These partners engage enthusiastically with school staff and children. They share resources and expertise willingly, to support children's wellbeing. Children love learning in the woodland area OSC has developed with them. They highlight that they learn better in

fresh air, it is more relaxing and helps clear their minds. Teachers use this space regularly as a context and stimulus for learning. Partners provide interventions for children and their families, which are leading to children and families feeling very well supported. Through the school's approaches to wellbeing and inclusion, they are improving the outcomes for children with barriers to learning including those affected by poverty.

- All staff understand their roles and responsibilities in relation to statutory duties. Senior leaders and staff have up-to-date approaches to child protection, safeguarding and meeting the additional support needs of learners. Senior leaders have effective approaches for identifying and providing support for children who need additional support for their learning. Their approaches result in children and families accessing timely additional support. They ensure that children and families are involved fully in all decisions about them. Children and parents are asked to share their views and agree targets and actions. Senior leaders recognise the need to improve the quality of targets for individual children. They are working with teachers to develop targets that are more measurable and timebound. This will support them to evaluate the impact of wellbeing interventions effectively.
- The headteacher and depute headteacher monitor attendance regularly. Currently, the school's overall attendance is slightly above the national average. There are clear procedures to address non-attendance. The headteacher should now ensure that these are followed consistently for all children whose non-attendance is causing concern. She should keep detailed records of actions taken and the impact to support all children at risk of missing out.
- The local authority health and wellbeing framework supports teachers to deliver the health and wellbeing curriculum. All staff are developing a shared understanding of their role in developing health and wellbeing across learning. This is shown through increased planned learning on the United Nations' Convention on the Rights of the Child. Children's rights group members became 'teachers' in their class to engage their peers in aspects of mental health week. Children also contribute well to creating age-appropriate charters focused on their rights. As a result, children can talk about their rights, the rights of others and why this is important for their wellbeing.
- Older children are developing a strong understanding of gender equality. For example, comparing the earnings of male and female athletes and learning about parts of the world where girls cannot access education. As a result, these children are able to identify discrimination against women and girls. Senior leaders and teachers identify the need to develop further children's awareness of equalities, diversity and discrimination. They should do this in a more planned and progressive way across the school.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good. In June 2023, most children achieved early level in reading and writing by the end of P1 and the majority of children achieved listening and talking. Almost all children achieved early level in numeracy. By the end of P4, most children achieved nationally expected CfE levels in listening and talking and reading and the majority of children achieved writing and numeracy. At P7, most children achieved second level in listening and talking and reading and the majority of children achieved writing and numeracy. Across the school, a few children achieved beyond nationally expected levels.
- Senior leaders and teachers use data increasingly well to monitor the progress of children, including targeted groups. 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 are making good progress in listening and talking and very good progress in reading and writing.

Listening and talking

- Across all levels, most children listen well, are articulate, engage well in groups and respond in a respectful way. At early level, most children retell stories well using story maps. They answer increasingly challenging questions about texts. At first level, most children use voice and dialogue effectively to re-enact events from a story. They share their ideas through drama confidently. At second level, most children support others' opinions and ideas. They show respect for others and offer their own viewpoints. Children's skills in presenting their learning to different audiences and participation in class debates should be developed further.

Reading

- Most children at early level are building their awareness of phonics and rhyming words through songs. They enjoy talking about stories and make simple predictions about texts. At first and second level, most children share stories they have read and analyse texts confidently within groups. Most children explain their choice of favourite books and authors. They should continue to explore a variety of non-fiction texts, including online texts, when reading for pleasure and in order to research information.

Writing

- At early level, most children form letters, copy words and sentences accurately. A few are beginning to create their own sentences. At first level, most children use vocabulary well to describe characters and settings in their writing. Children's spelling and grammar skills are being developed well at all stages. At second level, children write for a wide range of

interesting purposes. Most write extended imaginative pieces, using paragraphs appropriately and set out their ideas clearly when creating factual texts. Children's written work is neatly presented across the school. At the upper stages children would benefit from increased opportunities to make independent choices about layout and presentation, including in digital texts.

Numeracy and mathematics

- At all stages, most children are making good progress in numeracy and mathematics. A few children are making very good progress. Staff should continue to develop children's application of skills across mathematical contexts.

Number, money and measure

- At early level, most children add and subtract confidently within ten and identify odd and even numbers with ease. Most children use coins during their play in the 'Coulter's Candy Sweet' shop. At first level, most children use coins to show values and to calculate totals appropriately. They should develop their understanding of time by linking quarter to and quarter past times to fractions. At second level, most children convert 12-hour and 24-hour times accurately. At first and second level, most children should continue to develop their ability to apply their knowledge of number processes to word problems and real-life contexts.

Shape, position and movement

- Most children working at early level have a clear understanding of positional language. They name and describe some properties of three-dimensional objects confidently. At first level, most children are familiar with compass points but have yet to apply this knowledge in real-life situations. Most children working at second level use mathematical language well to describe and classify different angles.

Information handling

- At early level, most children sort items accurately based on set criteria, such as size and colour. At first level, most children use tally marks effectively to gather information in surveys. Most children working at second level know a range of different ways to organise and display data. They would benefit from increased opportunities to record, interpret and analyse data, including the use of digital technology. At first and second levels, most children identify confidently how likely or unlikely an event may be.

Attainment over time

- The headteacher and staff have introduced a new tracking system which helps to check individual children's progress in literacy and numeracy. This tracking system provides an overview of individual children's progress, interventions they receive and other factors which impact on their attainment and achievement. Senior leaders and staff are using this new system to improve further children's attainment over time. They are beginning to analyse data in more depth to support them in planning targeted interventions to improve the progress of individuals and groups. This will support continuous improvement and progress and attainment over time.

Overall quality of learners' achievements

- All staff celebrate and value children's achievements in and out of school in class, at assembly, in newsletters, through online platforms and throughout the school. This includes recognising when they demonstrate the school values successfully. This is building children's confidence and self-esteem.
- Senior leaders have established effective approaches to monitor children's wider achievements. They use this information well to identify children at risk of missing out. They

respond by planning a range of experiences to engage children. They prioritise successfully access for children who are not yet achieving more widely. Children talk positively about being involved in clubs, including sports, drama and choir. As a result, they build teamworking skills, learn how to cooperate with others and develop further their communication skills.

- Children across the school gain knowledge and skills through taking part in a number of school committees. They demonstrate leadership through their work on the pupil council, children's rights group and the literacy committee. For example, they lead learning during reciprocal reading groups and deliver lessons about children's rights. These groups support children to be confident, responsible individuals who contribute effectively to the life of their school. These activities are supporting children to develop their skills for learning, life and work well. A next step would be for staff to support children to identify and understand these skills. This will support children further as they link the relevance of their learning to real-life contexts.

Equity for all learners

- Senior leaders and staff know their children and families very well. They understand the socio-economic context of their school community and ensure equity for all. Children and families talk positively about help from the school and community. Working successfully in partnership, the school and community provide clubs, trips, resources and school uniform.
- Staff ensure that children who require additional support with their learning are well supported. The headteacher uses PEF well to support the raising attainment strategy for literacy and numeracy and to improve children's wellbeing. The funding is used to employ additional teachers and support staff. They provide effective support through targeted literacy and numeracy interventions for children. Individual children's progress in reading and writing is being supported through shared strategies such as tools for writing and talking stories. Additional teaching support is having a positive impact on progress in reading, writing and numeracy for identified children. For example, groups of children across cohorts and classes are benefitting from targeted support to improve their numeracy skills. PEF spending on increased staff support time allows children to benefit from a soft start before beginning the school day. This is helping to increase confidence and ensures that children are ready to learn. Staff can evidence the positive impact interventions have on children's progress in reading, writing and numeracy. An increased number of children are on track with CfE national expectations at their age and stage.

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.