

# Summarised inspection findings

Cairns Primary School

South Lanarkshire Council

26 February 2019

## Key contextual information

Cairns Primary School and Nursery Class are situated in the Halfway area of Cambuslang in South Lanarkshire. At the time of the inspection the roll in the primary school was 299. In the nursery 34 children attended in the morning and 20 in the afternoon. There is an education authority additional support needs (ASN) department in the school, with three composite classes. Children are placed in the department following a forum meeting. Cambuslang is a developing area and the catchment area has been re-zoned several times over the past few years to accommodate new housing developments. Staffing turnover in recent years has been high, mainly due to maternity leave, long term absences, the placement of newly qualified teachers and the roll increasing.

### 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

- Overall, the leadership of change is a major strength. The headteacher, senior management team and staff work very effectively with children, parents and community members to develop a clear vision for the school. Through a range of consultation activities, the school agreed a set of aims and values and created a vision that reflects the social, economic and cultural context of the school well. This is communicated effectively and modelled regularly to children and the wider school community. The vision and values provide a clear sense of direction and purpose for the school. 'Lead, Learn, Aspire, Achieve', are apparent in the quality of the interactions between staff and children and in the relationships amongst learners.
- The school improvement plan is well focused on closing the attainment gap. It helps translate the school's vision, values and aims into priority activities and improved outcomes for children. Effective and inclusive strategic planning results in staff ownership of improvement priorities. The headteacher manages the pace of change effectively by focusing on a small number of well-considered priorities. These are expressed as measurable and achievable outcomes for learners which focus on achievement and wellbeing. These are implemented as part of the collegiate working time agreement.
- There is a rationale for the use of Pupil Equity Funding (PEF). This has been developed in full consultation with staff, children and parents. A proportion of PEF has been used to restructure staffing within the school. This includes an additional teacher and school support staff member. The school should ensure that this valuable resource is focused on identified children and helps to close the poverty related attainment gap through targeted support for learning. In addition, there are a number of specific interventions and programmes to support children's wellbeing and raise attainment in literacy and numeracy. Investing in professional learning is also a priority for PEF. Monitoring of the impact of all resources and interventions

is in place. The school can clearly evidence the positive difference this significant funding is having on children's learning within specific interventions. Senior leaders should now ensure that the monitoring of interventions is embedded within existing quality assurance processes of Curriculum for Excellence levels. The school is well-placed to evaluate children's progress in relation to the National Improvement Framework (NIF).

- Teaching staff take the lead on a number of curriculum and learning developments. Class teachers are currently taking forward aspects of whole-school literacy development to upskill School Support Assistants (SSAs) to support them in their roles. In the current 'Cairns approach' to literacy development children are supported well. Teachers in the upper classes are leading literacy development work with staff at Cathkin High School. This collaboration is successful in developing a shared understanding of expectations in and through second and third levels of Curriculum for Excellence. Staff take the lead in a number of whole-school working parties and committees such as Records of Achievement, distributed leadership and Rights Respecting Schools. Teachers work with children to evaluate the life and work of the school through the creation of the Learning Council. The impact of these leadership activities is evident in improvements to curriculum programmes and to children's confidence and knowledge of the community in which they live.
- The senior leadership team demonstrate strong strategic leadership and direction. The leadership of the school is supported very well by depute headteachers. They have gained the respect of the school community. They welcome every child and their parents into school, reinforcing the school ethos in an accessible and highly visible way. The headteacher leads by example and promotes a caring and supportive ethos across the school. She demonstrates a strong commitment to research and informed professional learning. She shares her professional learning and knowledge in a way that helps staff to understand the importance, and subsequent impact, of change. She maintains a brisk pace of change. She is a visible and positive leader of learning. She values and empowers staff at all levels and has created a strong collegiate learning culture.
- Teachers plan together to make the best of their collective knowledge and skills and bring about a progressive and coherent curriculum experience for children. Almost all staff have a good understanding of the school strengths and where they need to improve. The school's arrangements for self-evaluation are strong and wide-ranging. Staff use national guidance very well to support their understanding of the strengths and development needs of the school. In creating the school improvement plan, all staff play their part in reflecting on the quality of provision. They look inwards to seek the views of children and parents and outwards to their peers in the Collaborative Action Research partnership (CAR). They learn about ways to improve the curriculum from other authorities. They make effective use of peer feedback during reciprocal school visits to adjust and improve their practice.
- Commendably, children use challenge questions from national guidance to identify strengths and areas for improvement. They take part in learning walks with teachers, reviewing teaching and the learning environment. The school should continue to build on this effective practice as planned.
- The headteacher and her deputies encourage all staff to develop themselves professionally. The staff team are gaining important leadership skills. This is an important strength. For teachers, these are linked to professional standards. Staff are proactive in seeking out career-long professional learning (CLPL) opportunities that are impacting positively on the quality of children's learning experiences. The CAR project, linking similar schools together, across two education authorities, is developing learning in numeracy. There is scope to

extend this approach to involve more teachers and staff in gaining important skills and knowledge in pedagogical approaches. A few staff are undertaking post graduate study, linked to both personal and professional interests, whilst articulating with whole-school priorities.

- All children take on leadership roles across the school. In classes, they are lunch time monitors, line leaders, book monitors and messengers. Across the school, all children take part in committees such as Rights Respecting School, pupil council, eco committee and Junior Road Safety Officers. Many children lead committees and make valuable contributions to many aspects of the life and work of the school. Close attention is given to providing children with experiences that develop their lifelong learning skills through a range of master classes, many of which are led by children. The school should continue with its plans to track the skills children are learning during these activities to ensure that they maximise opportunities to develop skills for life, learning and work.
- Parents and families are regular visitors to the school, helping with reading, running the library and supporting learning. They contribute their views and these are acted upon positively by the school. The headteacher and her staff work closely with other community groups which plan events such as the Burns Festival. Children contribute fully to these events at the planning stages and as participants demonstrating effective presentation and talking and listening skills.
- The school engages very successfully with a range of partners. The headteacher and senior management team identify and seek the support of a range of agencies to ensure the curriculum, learning and teaching are enhanced.

## 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's priorities to improve leadership and learning are well understood by the community. This fosters ambition and aspiration in what children are expected to achieve. The whole-school ethos is very positive, nurturing and motivating. Relationships between all children and staff are mutually respectful. Children are motivated and engaged in their learning and proud of their school.
- The quality of learning and engagement is very good across the school. Senior managers provide a number of opportunities for staff to engage in and lead a range of working parties and distributed leadership opportunities. Staff create regular opportunities to share each other's areas of expertise, development and interest. This in turn feeds into improved approaches to planning for learning and teaching across all stages.
- The school has gained Rights Respecting Schools status and demonstrates commitment to children's rights in the daily life of the school. There is scope for staff and children to be more informed by the values of the United Nations Convention on the Rights of Children (UNCRC). Teachers plan effectively for children's learning. They provide a range of relevant and motivational contexts for children's learning experiences. These promote an overall environment for children to feel safe, healthy and nurtured to thrive.
- In most lessons, children experience appropriate challenge and support in their learning. Staff have a good awareness of all children's needs. Differentiation of tasks, activities and assessments are an increasing strength of the school and is a feature in most lessons. This helps to ensure that all children can access a curriculum that is both inclusive and tailored to match their needs and captures their interests. SSAs play a key role in supporting a range of learners' targeted needs. They are deployed effectively and support and challenge targeted groups of children to access their learning successfully.
- Staff plan collegiately across stages with input from specialist staff. Most children understand the relevance and purpose of their learning and can link this meaningfully to relevant prior learning. Further development of the overall quality of learning intentions and success criteria will help to frame children's learning more clearly so that they make connections across aspects of their learning more confidently.
- There is a broad range of opportunities for children to lead aspects of the wider life of the school and to play an important part in overall improvement planning. Involvement in the digital leaders' group, eco and Rights Respecting Schools committees provide opportunities for children to lead high profile priorities that also feed into competitive inter-house events. Moving

forward, there is headroom to increase opportunities for children to lead more aspects of their learning in class and work collaboratively with, and learn from their peers.

- Overall, the quality of teaching across the school is very good. Most teachers demonstrate skilled and effective approaches to learning and teaching. Senior managers and staff should continue to increase opportunities to share good practice. Staff capitalise on a varied range of career long professional learning and development opportunities. This builds on their professional skills and interests, and contributes to the school's improvement priorities. As a result, this impacts positively on outcomes for children across the stages. Staff are encouraged to develop and lead various aspects of the school's improvement work. They are clear about how this brings about improvement and positive impact for the school's improvement planning priorities.
- Almost all children are involved meaningfully in learning conversations to set their own targets in literacy, numeracy and health and wellbeing. The school should now develop this across all curricular areas. Targets are well documented currently for the areas of responsibility of all. Moving forward, staff need to review the frequency of targets agreed and set with children, and develop a better whole-school understanding of the language and quality of meaningful targets. In the most effective lessons, children work with their class teacher to design success criteria.
- Almost all teachers make regular and relevant use of electronic whiteboards to enhance their teaching. They have created a number of highly effective resources, which have a clear impact on engaging and supporting learners. There is scope for children, with the support of digital leaders, to plan, explore and research more regularly through digital learning.
- Assessment is an integral part of planning for effective learning. There is a well-considered and thorough approach to planning assessment across the school which is supporting staff and children to understand the purpose of learning. Teachers interact very well with children and make effective use of assessment in the course of teaching to inform well-timed interventions and agree next steps in learning. Differentiation ensures that children are taught at their appropriate level in literacy and numeracy. Teachers provide feedback to children through written comments, dialogue and effective classroom displays. Staff should consider how they will develop the language of feedback to make it more meaningful for all learners. All children have Personal Learning Plans which they discuss regularly with their teachers and the senior leadership team. These discussions help children to reflect on themselves as successful learners and be clearer about the purpose of their learning. Teachers are involved in moderation activities across the school, the Learning Community and through the CAR project. This ensures that teachers are developing a shared understanding of standards and progression through Curriculum for Excellence levels.
- Staff have developed an approach to planning which they find to be manageable, supportive and effective. Assessment information is used very well to agree appropriate targets and next steps in learning with children. They design learning activities to match the needs of children using differentiation effectively. Teachers ensure learning is coherent and progressive.
- The school's rigorous approaches to monitoring and tracking ensures teachers have a detailed understanding of the needs of children. Teachers provide appropriate learning experiences to address identified needs. As a result, factors that might present barriers to learning are monitored, analysed and addressed effectively. Assessment information and data is being used well to evaluate the effectiveness of interventions intended to improve outcomes for targeted children.

## 2.2 Curriculum: Learning pathways

- Staff use Curriculum for Excellence experiences and outcomes to plan for children's learning and National Benchmarks to assess children's progress. The school is focused on improving literacy and numeracy. Children need to continue to experience a range of meaningful contexts to develop and apply their knowledge across the curriculum. Staff should continue to take account of curriculum design principles with particular reference to depth and challenge. This is being progressed in some aspects of the school's curriculum planning work already. For example, where stage partners work and plan more collegiately.
- A range of learning pathways is in place for literacy and numeracy which support progression in learning across the school. Learning pathways are evident through class teachers' detailed forward planning systems that are in place across all stages. Learning pathways are supported by, for example, Stages of Arithmetical Learning (SEAL), the successful CAR projects and active literacy approaches.
- Children enjoy reading, choosing and discussing texts. There is scope to develop further children's fluency in reading by the end of first level. A number of resources have already been deployed and embedded with this focus, staff should carefully monitor the impact that these interventions are making to improve children's reading and overall literacy. There are current plans to support this area of improvement in the coming weeks including writing interventions and 'Cairns assessment' approaches for literacy. Consideration should now be given to how this will be rolled out across the school to ensure this is implemented with a shared understanding of standards and expectations.
- The school is raising the profile for 1+2 languages. Plans are in place to help staff outline key vocabulary at different stages. Staff are working towards ensuring progression in listening and talking, reading and writing skills at appropriate levels for learners. Careful consideration now needs to be given to progress and challenge in what children can be expected to achieve. Planning for learning needs to be further developed.
- Detailed progression pathways for health and wellbeing are in place. Aspects of this area have correctly been woven through other aspects of the curriculum, including planned approaches to interdisciplinary learning. Children are supported well in their emotional wellbeing. Positive approaches to developing resilience encourage children to learn through taking risks and 'having a go'.
- Children experience planned learning in science, technology, engineering and mathematics (STEM) subjects which follow planned local authority guidance. Staff have developed this guidance in order to create meaningful and relevant contexts for learning ensuring children develop skills across these curricular areas.
- Learning for sustainability is a developing aspect of the school's work and a few staff are undertaking further postgraduate study. Staff are at an early stage in developing progression pathways in outdoor learning. They should ensure this work leads to children making relevant connections between what they learn outdoors and the skills for life, learning and work.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents are very welcome in Cairns Primary School and parental engagement is actively encouraged. There are parent helpers in the school who are involved in a range of activities including organising the library, paired reading, preparing resources and going on school trips.
- The school has an active Parent Council which also raises funds for school resources and educational visits.
- Parents are encouraged to comment in their child's Personal Learning Plan and to attend parental workshops. A recent parental workshop organised by the early years teachers to enable parents to support their children's learning, was very well received. As a result, other workshops will be offered in the future. Mathematics workshops across the whole school have also been very successful and parents have commented that they now feel able to support their children with their learning in mathematics. Staff should continue to develop parental engagement as planned. The future focus on family learning will help to support the needs of the local community.

## 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. At the time of the inspection, there were no identified areas for development.

### 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

- Children's relationships with adults and amongst their peers, are very positive. All staff model very caring behaviours and children are shown the highest levels of respect. Children follow staff's lead very well and they show very high levels of care and consideration to their peers and school community. Children are very supportive of each other and take responsibility as playtime pals and paired readers to younger children in the school and nursery. Children are treated as unique individuals with their own talents, skills and needs. Consideration is given to meeting children's emotional needs and all staff are becoming skilled at adapting approaches to support each individual child's wellbeing. This results in almost all children being calm and engaged purposefully in learning. Almost all children, are developing the necessary skills to support them in self-regulation if they are upset. Staff intervene respectfully and sensitively to each child's needs. Their responsiveness is a major strength of the school.
- Staff have a clear understanding of the Getting it right for every child (GIRFEC) strategy. They understand what this means for the school and the expectations placed on their contribution to ensuring every child at the school receives a high quality education. The school culture is nurturing and staff take very good account of each individual child's personal circumstances when talking, or interacting with them. The school focuses on the wellbeing indicators through planned assemblies and through the health and wellbeing curriculum. Children complete wellbeing assessments twice a year as part of their personal learning plans and carry out a daily emotional wellbeing check in. Children know they are listened to and cared for and that there are adults in the school with whom they can discuss and share any personal difficulties they may be experiencing.
- The school's approach to rights based education is raising children's awareness and understanding of the role they play in influencing change and improvements in their school and community. There are a number of school groups which aim to ensure wider and more effective participation by children in different aspects of school life. Children are taking greater responsibility for leading on initiatives to promote healthier choices and habits amongst their peers through snack choices, 'Fruity Friday', 'Play Pals' and Junior Road Safety Officers. The school should continue to help children to understand the connections between different aspects of school life and how these contribute and support better health and wellbeing.
- Children are learning leadership skills and to have consideration for others. This extends into the wider community through the 'French café' and a social enterprise linked with a nearby food bank. Children lead fundraising activities such as 'dress down Friday' and coffee mornings to provide meals and back packs for children in Malawi. This is helping children to gain insight to, and understanding of the financial challenges faced by families.

- Children show a good understanding of the importance of physical wellbeing. They apply skills learned in physical education lessons in a wide range of sports opportunities such as curling, judo, girls' football, dance, gymnastics and table tennis. Children speak very highly of how they enjoy physical activity and they are aware of how this contributes to improvements in their wellbeing. Participations levels in clubs is high. The school evidences the impact of early morning sports club and breakfast through improved attendance levels and punctuality.
- The school's outdoor space is used effectively to develop children's physical and emotional wellbeing. The range of activities and games available engage children well in physical activities. Children enjoy the opportunities these provide for play and competition. A few staff, have received General Teaching Council for Scotland (GTCS) professional recognition recently for 'learning for sustainability'. As a result, the school is well placed to introduce a cookery club and sign language master class and make progress with its formal plans for outdoor learning and health and wellbeing.
- The school has a recently developed nurture provision. Staff report that it provides a caring and supportive learning environment for children. Children learning in the nurture room are developing social skills well. This is resulting in them being included more fully in the life of the school and making improved progress in their learning. Boxall profiles are used regularly to track and monitor the progress of children's learning. This ensures staff have accurate, detailed information on children's progress. Staff use this information effectively to plan next steps in children's learning. The school should continue with its plans to extend the nurture room to meet the needs of the children requiring this support. The school should continue to develop its nurturing approaches and build on the well-understood strategies in place that reinforce positive behaviour. In the few cases where de-escalation strategies are applied, the school should continue to ensure planned approaches, clearly defined triggers and strategies support resolution. These plans should be created in consultation with children, parents and staff and develop children's understanding in managing their own responses to situations effectively.
- Children speak enthusiastically about their learning in health and wellbeing and view this as an important feature of their school. They have a very good understanding of substance misuse and the effect this can have on themselves and others. They can describe how to keep themselves safe when using the internet and social media.
- Staff have a good understanding of legislative requirements. This ensures children with barriers to learning receive the most appropriate support they need to ensure they make progress in their learning. The progress of children requiring additional support is carefully tracked and monitored and effective interventions are put in place where necessary. Additional support plans, are used to identify and record targets for children identified as requiring support. Parents and children are fully involved in developing personalised targets and in reviewing children's progress.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being fulfilled.
- SSAs are deployed effectively to meet the needs of children requiring additional support. They support children well in and out-with classes, individually and in groups. This is leading to children requiring additional support accessing their learning and making good progress.

The school has used PEF to employ an additional SSA who offers targeted support to promote equity and help close the school's attainment gap.

- Children have good opportunities to learn about other cultures and faiths. Aspects of diversity are explored through class lessons and assemblies. Children show high levels of respect for others who hold different beliefs from themselves or who come from different cultures. For example, the 'children's Japanese master class' has supported them to learn more about Japan. Religious and moral education provides very good opportunities to learn about world religions. The school has been recognised by a third sector organisation for its work on sectarianism. As a result, every child can talk confidently about how to address any discrimination because of religious beliefs. The school should now plan more progressive opportunities for children to develop their understanding of diversity and equalities. This should support children better to understand themselves as global citizens.

### 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 attainment in literacy and numeracy is good. Curriculum for Excellence levels provided by the school for session 2017/2018 show that most children achieved early level in reading, writing and listening and talking. The majority of children achieved first level for reading and writing and all children achieved first level in listening and talking. Most children achieved second level in reading and listening and talking and the majority achieved second level in writing. In numeracy and mathematics, almost all children achieved early level. All children achieved the first level and most children achieved the second level. Teacher judgements of children's Curriculum for Excellence level do reflect children's abilities across all levels consistently enough.

#### Overall attainment in literacy and English

- Overall, attainment in literacy and English is good. Most children in P1 and P7 are on track to achieve appropriate Curriculum for Excellence levels in literacy at the end of the school year. The majority of children in P4 are on track to achieve appropriate Curriculum for Excellence levels in literacy at the end of the school year. Through an increased focus on moderation activity, there is scope to develop a shared understanding of assessment and progress through Curriculum for Excellence levels.
- Teachers are becoming more confident in their professional judgements across most Curriculum for Excellence levels. Almost all staff have taken part in planned cluster moderation in aspects of literacy. Importantly, continued participation in moderation activity will support the robustness of professional judgements, ensuring that planned activities and interventions to support groups of children, are based on sound evidence. Staff should continue to plan regular opportunities to engage in moderation activity more widely in order to develop an ongoing understanding of applying national standards and expectations.
- Staff use a wide range of evidence-based data, including from the Scottish National Standardised Assessments (SNSAs), to contribute to their overall teacher professional judgement as part of a range of assessment evidence. Teachers' judgements of a Curriculum for Excellence level are becoming increasingly more robust as a result of the high levels of collegiate working and planning within the school. A continued high profile should be given to planning of, and engagement in moderation activity, so that staff can make more confident and sound judgements of a Curriculum for Excellence level. This will also help to ensure that children are appropriately monitored through curriculum pathways that are well-designed to suit their individual needs and interests.

- For children with additional barriers to learning, the evidence provided by the school shows that most are attaining appropriate to their individual level of needs. This data also shows that overall, children from more challenging socio-economic groups are attaining very well. Senior managers monitor this regularly and review interventions for support appropriately.
- Most children working through the first level are making good progress in literacy and numeracy. Most children working towards second level are making very good progress towards achieving the level in literacy and in numeracy. There is a need for staff to review interventions for children's progress through first level, so that they become more fluent and confident in reading and in writing by the end of the level.

## Reading

- Overall, children's attainment in reading is good. Almost all children across the school enjoy reading in class and for pleasure and are confident and motivated in discussing their choices. They have opportunities to make personal choices at appropriate levels of challenge, for what they like to read. Staff have introduced a wider range of reading material and approaches, which are improving children's comprehension skills and understanding of grammar across the stages. Staff are deploying strategies to ensure children are accessing reading at appropriate levels at primaries two and three and that this suits their individual needs. Whilst this has also been embedded for targeted groups of children at primaries four to seven, this has still to be fully rolled out. Staff should continue to seek ways to make better use of ICT-based reading materials to ensure that all learners are accessing a relevant range of reading materials, so that they remain interested, engaged and challenged. This will help to improve the transfer of literary techniques from children's reading to aspects of their writing, especially through first level. Children are much more confident and adept at this by the end of second level.
- At the early level, almost all children are learning to identify common words, and use their knowledge of sounds and letters to read words. They are using a range of multi-sensory tasks, pictures and some other creative approaches to help understand simple texts. By the end of first level, the majority of children are reading fluently a wide range of texts. We discussed with staff that this is an area for focussed improvement. The majority of children can demonstrate expression when reading, and are developing their understanding of features of different types of texts. By the end of second level, almost all children understand the purpose of a text and the main ideas. Almost all are confident in trying to apply literary techniques from their reading, into aspects of their writing.

## Writing

- Overall, children's attainment in writing is good. Children have opportunities to write for a range of purposes across the curriculum at the upper stages. Children at P7 write a letter of thanks to their local Member of the Scottish Parliament for facilitating a parliamentary visit. P4 children create leaflets for Bannockburn Heritage Centre following a recent field trip there. By the end of second level, most children write extended pieces successfully and for a range of purposes. Their writing shows grammatical accuracy whilst using a variety of literary techniques with confidence.
- At the early level, most children use a pencil with increasing confidence and control and most form lowercase letters legibly. Most children attempt to spell words correctly. This is aided by a variety of multi-sensory activities designed by teachers and support staff, which help to improve children's accuracy and confidence in this early skill. At first level, the majority of children start sentences in a variety of ways to engage the reader and spell most commonly used words correctly. This is supported by a number of strategies and helpful prompts

displayed around classrooms, which children access easily. Through the use of PEF funding, staff deploy a variety of helpful commercially available approaches to help improve children's spelling and writing at all stages. At second level, most children link sentences using a range of conjunctions.

### **Listening and talking**

- Overall, most children are making good progress in listening and talking. Across all stages, almost all children listen well to teachers and to one another. They read and use verbal and non-verbal cues to take turns in talking. They work respectfully in pairs and small groups and are effective at supporting their peers in their learning. Most children at the early level, listen and respond appropriately when following instructions. They are developing independence in their learning. By the end of first level, most children are providing feedback to peers. There is scope for children to receive planned guidance on what quality feedback and self-assessed quality target statements can look like. By second level, almost all children cooperate well with each other in groups and show empathy and respect for one another's ideas when evaluating their work. Most children at the first level, listen and respond appropriately to aural information. At second level most children make oral presentations showing awareness of different communication techniques including eye contact, and pace. The school has gained Rights Respecting Schools status. Staff should capitalise on this success to help children articulate their thoughts and feelings about their rights.

### **Attainment in numeracy and mathematics**

- Overall, most children are making very good progress in numeracy and mathematics. Teachers' professional judgements show that by the end of P1, P4 and P7 almost all children are on track to achieve appropriate Curriculum for Excellence levels. There has been a strong focus on the development of mental mathematics which is improving the children's mental agility and widening their knowledge of mathematical strategies to solve problems mentally. Across all classes, differentiation ensures children are taught at an appropriate level and that concepts are revisited to ensure progression and deeper understanding of learning. Active approaches to learning should continue to be developed to engage and motivate children in mathematics activities and to enable them to lead their learning. This will ensure children make consistent and steady progress in developing sound numeracy and mathematics knowledge and skills through all Curriculum for Excellence levels.

### **Number, money and measure**

- At the early level, most children identify and recognise numbers from 0 to 20. They add numbers to 15 using concrete materials. They name the days of the week in sequence. They add and subtract mentally to 10 and are developing their knowledge of number bonds to 10 and the commutative law. At first level, most children identify number patterns and explain the strategies they use to complete the patterns. They count forwards in 5s. They identify a half and a quarter of a shape and write it as a fraction. Children solve problems to find the correct change from £1, 50 pence and 10 pence. They subtract a two digit number from one hundred and explain the strategies they use to achieve their answer. They tell the time using half past, quarter past and quarter to using analogue and digital 12 hour clocks. At the second level, most children convert centimetres to millimetres, metres to centimetres and kilometres to metres. They add numbers with place value to tens of thousands and can round numbers to the nearest 1,000, 10,000 and 100,000. They round amounts of money to the nearest pound and solve problems. They can use knowledge of equivalent forms of fractions, decimal fractions and percentages to solve problems. They can multiply and divide whole numbers by multiples of 10, 100 and 1,000 and can multiply decimal fractions to two decimal places by a

single digit. Across the school, children should continue to develop their knowledge and understanding of problem solving and the application of mathematics in real life contexts.

### **Shape, position and movement**

- At the early level, most children recognise, describe and sort common two-dimensional shapes and are developing their use of language of position and direction. At the first level most children identify and classify a range of two-dimensional shapes and three-dimensional objects and use mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects including side, face, edge, vertex, base and angle. At the second level most children can use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. They know that complementary angles add up to 90 degrees and supplementary angles add up to 180 degrees.

### **Information handling**

- At the early level, most children can make bar graphs to displaying information. At first level, most children interpret simple bar graphs and describe how they would gather and sort data. At the second level, most children describe different ways to display data including bar graphs, pie charts and line graphs. They explain how they carry out surveys to gather data and use tally marks to organise their findings. This is an area which could be further developed across the school. The use of digital technology would further enhance the children's experience.

### **Attainment over time**

- The current school attainment data indicates that overall attainment in literacy and numeracy is improving. Attainment by the end of the first level is an area which continues to require development in order to allow more children to demonstrate success at that level. Teachers are working hard to develop shared and consistent approaches to the teaching of literacy and numeracy. They are becoming more confident in making their professional judgements by using the National Benchmarks, the SNSAs, standardised and in-class assessments. They are involved in moderation exercises in school, across the Learning Community and also through their involvement in the CAR project with schools from another local authority which is increasing their confidence in standards and professional judgement. Teachers have identified moderation of standards in literacy and numeracy as an area for further professional development. Almost all staff, use the range of data on children's progress well to target children to ensure they maximise their attainment over time. Interventions are well planned for children who are at risk of underachieving due to socio-economic circumstances or their barriers to learning.

### **Overall quality of learners' achievements**

- Children at Cairns Primary School take opportunities to exercise responsibility and to contribute to the life of their school and community with confidence. At all stages, children are encouraged to share their achievements gained outside of school along with those from within the school. Every child has an achievement folder in which they record their achievements over time and all achievements are recognised and celebrated. Achievements are celebrated at assemblies where children receive certificates in recognition of their effort and success. The children are personally and socially aware and achieve a range of skills and attributes through their participation in Eco, Learning and Pupil committees, a range of master classes and clubs before school, at lunchtime and after school. They are encouraged to participate in local competitions and achieve success in the recent Bridgeton Burns Competition and a range of sporting events. The children are very proud of their achievements and are eager to share them. Participation in clubs within and out with school is recorded but tracking and monitoring

of this should be further enhanced in order to track the skills for learning, life and work which are being developed through these activities.

### **Equity for all learners**

- The senior leadership team has prepared a clear plan for PEF. This funding is used in a range of ways to raise attainment in literacy and numeracy and to develop nurturing approaches throughout the school. Staff are aware of the costs of the school day and organise pantomime visits, outings, and residential experiences to allow all children to access enriching extra-curricular opportunities. The school has a very strong commitment to equity and a good understanding of any gaps in children's achievement or attainment. Strategic approaches are clearly leading to effective systems to promote equity of success and improvements in achievement and attainment for all learners. The school is aware of, and taking action, to address a range of attainment gaps including those relating to the Scottish Index of Multiple Deprivation. Data informs a range of targeted interventions to raise attainment in literacy and numeracy. A teacher has been appointed to provide targeted tuition for identified children to improve their numeracy skills and attainment. An SSA has been appointed to provide specific targeted interventions for specific children and two other support assistants are trained to support interventions in literacy. These PEF resources, including staff are beginning to show improvement and senior leaders are continuing to monitor this area of development.

## Choice of QI: 1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- The headteacher, together with the senior management team and staff have been successful in creating a positive learning culture that is founded on a collegiate approach. Teaching and support staff are empowered by the headteacher to develop their leadership roles. All staff lead aspects of school life. This results in continuous improvement in learning and teaching and improved outcomes for children.
- Relationships within the school and beyond the school, as part of the CAR group, contribute to the 'Team Cairns' spirit amongst staff and children. This builds mutual respect for others and fosters collective responsibility across the school community. Staff and children show a clear ownership and model the school's vision and values.
- The headteacher and staff know the social and economic context of children and families well. The headteacher's aspirations for children are ambitious and focus on children being at the centre of learning, and improving outcomes for all.
- Staff from both the nursery and the school, identify through their annual reviews and regular self-reflection, opportunities to enhance their professional knowledge and skills. A few staff through the Teachers Leading Learning Community have used professional enquiry to develop further the school's approach to raising attainment in numeracy. There is scope to build on this professional enquiry approach to involve all teachers.
- Training and courses, linked both to the school's priorities and teachers' professional goals, extend teachers understanding of high-quality teaching and learning, nurturing approaches, giving confidence to children to exercise their rights and identifying new and creative ways to involve children in planning their own learning.
- SSAs engage well in training opportunities to develop skills in their supporting roles. They have attended nurture training, behaviour management, and Rights Respecting School training courses. Staff share their learning from training opportunities and reflect on how children have benefited from implementing new approaches to teaching.
- Children benefit from the wide range of leadership experiences provided by the school. They have a good awareness of the importance of gaining skills that equip them for the world of work through master classes such as team building, problem solving and communication. They take full responsibility for developing the activities associated with many of the master classes. In the 'eco' master class, nursery children are leading and all children are teaching their parents about the benefits of recycling. In moving forward, the school should review how it tracks children's skills to ensure equity of opportunity.

## Quality of provision of Special Unit

### Context

- The education authority additional support needs (ASN) department at Cairns Primary School provides education for 26 children with ASN. Children's placement within the ASN department is decided by South Lanarkshire Council through a forum involving a range of external agencies. Almost all children attending the ASN department live outwith the catchment area of the school. The acting depute headteacher has been in post since August 2018.

### Leadership of change

- Senior leaders ensure that the ASN department is included fully in all aspects of the work and life of the school. Importantly, improvement priorities for the department align very well with the whole school improvement systems and processes that support change. Staff value the support they receive from senior leaders and from the leadership roles of each member of staff within the department. The acting depute headteacher has been in post for a short period of time and has sustained the momentum of improvements that have already taken place.
- Staff across the ASN department show high levels of commitment to improving outcomes for children. They reflect well the whole school vision, values and aims through strong relationships, teamwork and partnership working. Their focus on professional learning within their context strengthens the impact of the whole school focus on curriculum, assessment and pedagogy. They consult well with educational psychologists, speech and language therapists and a wide range of external agencies.
- Moving forward, we discussed with the school the need to continue to reflect the context of the ASN department within the whole school areas identified for improvement. Staff should ensure that improvements take account of best practice and address the wide ranging needs of each child.

### Learning, teaching and assessment

- Across the department respectful relationships enable children to learn and achieve. Adults work together skilfully and positive interactions support children very well in their learning. Children are motivated and most remain on task. Staff plan lessons using assessment information informed by the whole school learning pathways. Assessment information includes a range of sources such as observations and written tasks.
- Across the department, there are examples of highly effective practice where children lead their own learning and make choices in tasks working alongside their peers. Monitoring of children's academic progress is well understood by staff and recorded in a variety of forms. Increasingly staff use digital technologies well to observe, record and share information with parents.
- Moving forward there is a need to build on the positive approaches that develop children's skills for learning. Older children work very well as individuals to complete tasks and activities. There is a need to further increase children's independence and collaborative skills. Staff are well-placed to provide these opportunities within the department and across the mainstream school. In some instances, learning is too adult directed and more use could be made of the environment to support learning.

## Ensuring wellbeing, equality and inclusion

- Relationships between staff and children are very positive. All staff within the department and across the school place a high priority on inclusion and equality. The positive ethos reflects staff commitment to children's rights. Children reflect on their learning through focused discussions that take very good account of the GIRFEC health and wellbeing indicators. These focused conversations enable staff to identify opportunities for children to apply skills across a range of contexts.
- Teachers take good account of assessment information to develop appropriate next steps in children's additional support plans (ASP). The ASPs involve planned discussions with older children and are informed by parents' views. Parents value the involvement they have in the plans and feel actively involved in setting targets. We asked the school to reflect further on the wealth of information that the school has about each child. This includes valuable observations and benchmarking information from partner agencies. In the best examples, the monitoring and tracking of the ASPs and children's overall progress links very well with their individual needs over a period of time. Their progress is clearly benchmarked in, for example, areas such as social communication. This good practice should be shared across the department. On a few occasions, the focus on attainment is not always balanced sufficiently well with other areas of children's needs.
- Children in the older class respond very well to the free flow arrangements that give them access to other areas of the school. They demonstrate high levels of responsibility when walking through the school and making choices about where they will learn best. Regular shared learning with peers in the mainstream classes is well established. The staff team are in discussions with the headteacher and senior managers to improve further children's access to the mainstream environment. During the week of the inspection this approach was less well developed across the whole department. We have asked the school to review the over use and reliance on controlled entry in an out of classrooms.

## Raising attainment and achievement

- Overall, children's attainment in literacy and numeracy is good. From the school's attainment information most children are working within appropriate levels of Curriculum for Excellence in literacy and numeracy. There are examples of children making very good progress in numeracy at second level and exceeding progress of their mainstream peers. In addition to literacy and numeracy, children's attainment in aspects of science at second level is also very good. We discussed with the school the need to build on the strong progress children make in literacy and numeracy with an increased focus on social communication, behavioural and emotional regulation.
- The culture of respect across the department and approaches to health and wellbeing supports children's progress well. Of note, are the transition arrangements which show that a number of children progress successfully to mainstream education. Strong partnership working with children, parents and agencies make valuable contributions towards improving outcomes. As a result, children make good progress in their health and wellbeing.
- The school is well placed to revisit the overall approach to health and wellbeing taking greater account of children's individual needs. Approaches to track and monitor children's progress in developing their skills for life are less clear than those applied to progress within literacy and numeracy. Children need to develop further an understanding of a healthy life and independence that is relevant to their particular needs as active citizens within their

classroom, the school and the wider community. Children are less clear about pro-active strategies enabling them to address potential challenges they may experience in the classroom or wider school environment. Without a clear plan detailing support, there is a potential for inadvertent reinforcement of negative behaviours.

- Children take on leadership roles with great pride. Participation on whole school committees and all opportunities for wider achievements are embraced and enjoyed by the children. They provide relevant and meaningful contexts to learn and develop the four capacities as outlined in Curriculum for Excellence.

### **Leadership of learning (choice QI)**

- The leadership of improvement in learning and teaching within the ASN department is strong. High quality professional dialogue and debate takes place across a range of contexts with mainstream colleagues. Staff keep up-to-date with national developments. Of note, is the lead contribution by some staff on whole school working groups. Their understanding of ASN informs pedagogy within the mainstream classrooms.
- Moving forward the department plan to continue to work alongside mainstream colleagues. They are committed to strengthening further the understanding of the ASN department context within whole school improvement plan priorities further.

## Practice worth sharing more widely

The leadership of the headteacher and senior leadership team is creating a strengthened culture of professional learning.

## 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.