

Summarised inspection findings

St Athanasius' Primary School

South Lanarkshire Council

25 April 2023

Key contextual information

St Athanasius' Primary School is a denominational school situated in the town of Carluke, in South Lanarkshire. The headteacher has been in post since August 2021. Prior to a secondment as acting headteacher of another school, she held the position of deputy headteacher. The senior leadership team have all recently been appointed. The headteacher is supported by one deputy headteacher and two 0.5 principal teachers. Currently the school roll is 200 children, organised into eight classes. The nursery class has capacity for 72 fulltime places which are allocated 9.00am – 3.00pm term time to provide children with 1140 hours of provision across the year. At the time of inspection, 55 children were in attendance.

Just under one fifth of the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD) with most children living in deciles 3-9. Thirty-eight percent of the school roll are supported through staged intervention with 27% entitled to free school meals. Ten percent of children have English as an additional language. The school received £40,425 Pupil Equity Funding (PEF) this session.

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 headteacher provides highly effective leadership to the St Athanasius' school community. Since her appointment, she has worked with staff to develop a culture of collaborative reflection and improvement. She has established a strong leadership team who are focused on improving children's experiences. The deputy headteacher and principal teachers support her very well. As a leadership team, they have built respected and trusted relationships with children and their families.
- Staff have a clear understanding of the socio-economic needs of the school community and beyond. Staff, led by the headteacher, consider the cost of the school day in their planning, consulting children and parents to gather their views. This has resulted in an informed understanding of the challenges faced by families and the impact that the pandemic has had on their wellbeing. Staff have responded appropriately by considering carefully how to plan experiences, ensuring cost is not a prohibiting factor.
- The headteacher involved children, families and staff to develop the school's vision, values and aims, which are underpinned by the Gospel values. She prioritised embedding the school values to help form both a shared language and direction for improvement across the school. Staff discuss them purposefully with children and senior leaders use the values to celebrate children's successes through regular assemblies. Children talk well about the school values of kindness, respect, trust, aspiration, inclusive and resilience. They understand how their focus on the values helps them to build and maintain positive relationships with each other. Across the school, there is a shared understanding of the school values with children seeing their relevance to their daily experiences.

- The new leadership team have had a very positive impact on the pace of change and improvement across the school. Senior leaders work closely to share consistent messages about the focus for school improvement. They have developed a culture where everyone feels confident to share their ideas and contribute to school improvement. Senior leaders and staff use self-evaluation very effectively. They identify clear and measurable targets to improve learning, teaching, assessment and outcomes for children in literacy, numeracy and health and wellbeing.
- The headteacher has a clear, strategic vision for school improvement and has a well-informed rationale for change. She is very well-respected by staff and they value the direction she has brought to improvement across the school. The headteacher centres the school vision, 'Dream of great things', inspired by Pope Francis, to ensure staff's aspirations for children are high. This focus is resulting in a continually improving, nurturing and inclusive environment where children and staff are supported very effectively.
- Staff work very well together, taking individual and collective responsibility for school improvement. Support assistants undertake regular training to deliver well-planned interventions which support children effectively. Teachers are enthusiastic about their leadership roles. They feel empowered to make a case for change and are supported by senior leaders to trial new approaches. Teachers use current educational research and thinking effectively to underpin all improvement work. Their engagement with professional reading is helping them develop a deeper understanding about how to increase children's attainment. They share their learning across the staff team and carry out small tests of change, adapting approaches to meet the needs of their children. They have a clear understanding of the positive impact new approaches are having on children, such as improved engagement and attainment.
- The headteacher has established a robust quality assurance programme across the year and leads staff very effectively through regular self-evaluation. Senior leaders and teachers engage in high quality and focused professional dialogue to identify strengths and areas for improvement. Staff work collegiately in small groups to develop aspects of the curriculum and pedagogy linked to the school improvement plan. They consider how their professional learning has contributed positively to school improvement during professional review and development discussions. Teachers take part in trios to provide valuable and reflective feedback to peers about how they can improve their practice. This open and focused dialogue, using critical conversations, supports teachers to reflect on and improve their practice. This whole school approach is improving significantly the quality and consistency of learning and teaching for children as they move through the school. The headteacher should now consider how to streamline approaches to self-evaluation to ensure they remain manageable.
- Children benefit from well-planned opportunities to work together in and out of class. Children talk positively about school groups and committees and recognise the positive impact they have on improving the school. They can identify the range of skills they develop and how they use skills they have learned in class to help them carry out their given role. Staff have established a wide range of leadership roles and committees for children, particularly in P4 to P7. For example, all children in P4 to P7 take on leadership roles as part of the STEM committee and house captains. They contribute to improving their community through charitable and faith-based actions as part of the 'Mini Vinnies' or faith committee. Children in P1 to P3 take part in 'wee blethers' and the Pupil Council to make sure all children's views are represented when discussing whole school changes with the headteacher. The headteacher works closely with the Pupil Council to agree and action children's decisions about school improvement. Staff should now consider how to meaningfully provide younger children with a wider range of leadership opportunities linked to school improvement.

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

- Children experience a positive and caring ethos at St Athanasius' Primary School. The school values are embedded within the life of the school. Relationships across the school community are very positive and reflect the school's Catholic ethos. Children are polite and respectful to each other, adults and visitors to the school. Almost all children interact positively with staff and their peers. Almost all children work well together in pairs and small groups. They are supportive of one another.
- Almost all teachers deliver lessons which are well-structured. Most children experience learning that is well-paced and provides opportunities for them to be independent in their learning. In a few lessons, the pace of learning could be increased. In almost all lessons, children are motivated and engaged in their learning. Staff support children very well to work independently, in pairs and in groups. Most staff use questioning very effectively to engage whole classes and groups, and to check children's understanding. All teachers share the purpose of lessons and support children to understand how to be successful in their learning. The majority of teachers effectively encourage children to co-create their own steps to success.
- Children make effective use of technology to support their learning. For example, they use interactive whiteboards to enhance their learning activities. They use tablets confidently to take photographs and play games which reinforces their learning. Children use computers independently to type their stories, manipulate data and create presentations. They use digital technologies across learning, for example, to undertake research and to develop presentation skills. Staff make very effective use of digital technology to help children who require additional support in their learning.
- Children routinely take their learning outdoors. Children in P3 and P4 work in partnership with 'Onecan', a community group, to develop the community garden and orchard. A weekly Forest School initiative is supporting children's wellbeing very effectively. As planned, teachers should develop a progressive programme for outdoor learning to enhance children's knowledge of the local area and learning for sustainability. In doing so, they should continue to enlist the support of parents and wider community partners.
- At the early level, staff have engaged very well with national and local guidance and research relating to play pedagogy. They have developed a shared understanding of learning through play and the role of the adult in supporting interactions and children's experiences. They make good use of the space available to provide learning through play in a stimulating learning environment. There is a well-thought through balance between free play and adult directed play. They should continue to evaluate the use of learning spaces to enhance children's engagement, curiosity, and independence.

- Teachers use long-term planning effectively, linked clearly to the experiences and outcomes of Curriculum for Excellence (CfE). These termly planners are supplemented by more in-depth short-term planning of learning and teaching. Teachers build in regular opportunities for differentiation and choice in planned learning activities. Support assistants work very effectively in the class or in separate group situations to provide extra support or challenge for identified children.
- Teachers assess children's progress in literacy, numeracy and health and wellbeing in a variety of ways and use these assessments to plan well-matched learning experiences. In most classes, children are encouraged to assess their own work so that they can understand what they need to do to improve. This is helping children take more responsibility for improving their work and correcting mistakes.
- Teachers engage well in moderation activities to support their professional judgement on progress of a level. They use National Benchmarks very well to understand what achievement of CfE levels look like. Teachers work closely with cluster colleagues and have developed a shared understanding of progression within writing. This is supporting further their understanding of attainment and achievement.
- Senior leaders have developed a helpful whole school assessment calendar. Teachers use this to plan a wide range of assessments to be undertaken during the school year. The calendar offers teachers the flexibility to use other assessment approaches at appropriate times to support and inform learning and teaching. Most teachers make effective use of formative assessment strategies. Teachers use data from standardised assessments to inform their professional judgements on children's progress. Senior leaders and staff use this data very effectively to support their planning.
- Senior leaders have termly planning, tracking and assessment meetings with class teachers. Teachers review individual progress, identifying and evidencing whether children are on track, exceeding expectations or in need of support. They ensure that targeted support and interventions are put in place for children who are not on track to achieve. Teachers maintain detailed records of children's progress and attainment over time, gathering information from several sources. Their thorough and careful tracking of children's progress and their wellbeing needs is ensuring that attainment across the school is improving well. Senior leaders have developed approaches to tracking children's achievement and participation. They recognise the need to develop this further to incorporate an appropriate focus on the skills that children are acquiring.
- Senior leaders gather information about the individual progress of children in different cohorts, including gender and SIMD, to ensure the needs of all are being met effectively.

2.2 Curriculum: Learning pathways

- Senior leaders are in the process of reviewing the curriculum rationale to ensure that it accurately reflects the context of the school. They consulted children and staff and are in the process of sharing their draft rationale with parents. The updated rationale explains clearly what staff, children and parents expect learning to look like and how they will achieve this. This process is helping to develop a shared understanding between stakeholders and staff of what the curriculum at St Athanasius' Primary looks like.
- Teachers use progression pathways across almost all curricular areas, based on the experiences and outcomes, and design principles of CfE. They use these consistently well to plan high-quality learning and teaching. These progression pathways are sufficiently flexible to meet the needs of children requiring additional support. Staff track CfE experiences and outcomes for all curricular areas to ensure effective coverage and breadth of learning. The headteacher rightly plans to ensure that progression pathways are developed for all curricular areas. This will improve further progression for all children in all curricular areas.
- Teachers plan opportunities for children to learn through interdisciplinary learning. For example, they use their topics as a stimulus for reading, writing and art and design. Children benefit from these opportunities to apply their skills across subject areas. Teachers should continue to plan meaningful opportunities for children to apply their literacy and numeracy skills in a range of new contexts.
- Children at all stages receive their entitlement of two hours of high-quality physical education each week. Children across the school learn French as a second language. There is also an annual focus on Scots at all stages. This is progressive and children are encouraged to speak and write in Scots. Through consultation with parents, the headteacher is planning to introduce British Sign Language to support inclusivity across the school.
- Children enjoy access to a range of libraries across the school. They also have access to the community library on a regular basis. This is supporting their engagement with books and offers them a wide variety of genres to read for their own enjoyment.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the positive relationships they have with staff. Now COVID-19 mitigations have lifted, senior leaders have thought carefully about how to involve parents through events where children and families can learn together. Most parents speak positively about family learning events, such as P1 sessions for families to understand how young children learn to read. Senior leaders plan useful online information sessions for parents to hear about the school's approaches to increasing children's emotional literacy.
- Senior leaders seek views of parents regularly throughout the year. This includes through surveys, newsletters and through the school app. They offer open invitations to parents to be involved in working groups, looking at participatory budgeting and the cost of the school day. Almost all parents are happy with the communication they receive from the school. Staff provide a range of information including practical advice as well as updates on children's learning through newsletters, social media and the school app. Almost all parents feel they receive very helpful and timely support and feedback about how their children are learning and progressing. A few parents would appreciate increased information about their child's learning.
- The Parent Council and Parent Teacher Association continued to meet during COVID-19. They have incorporated the good practice of online tools to involve parents who would not otherwise be able to join. The headteacher works closely with the Parent Council to share the progress the school is making with improvement priorities. This helps parents understand the rationale behind changes being made to school practice, as well as to identify where they can provide support. The headteacher shares an overview of discussions with all parents through the regular newsletters.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, relationships between staff and children are very positive. Staff have developed and maintain a safe, nurturing and inclusive environment for all children. They exemplify the school values of kindness, respect and trust in their daily practice. In almost all lessons, staff model positive interactions and share their high expectations for children. Staff know children very well. Senior leaders and staff work together to develop and update a 'stage on a page' for each class. This helps staff make informed decisions and respond to children's individual needs sensitively. As a result of these strong and nurturing relationships, most children feel safe and respected by staff. They understand how staff help them to improve and who to go to if they need help. They recognise how the focus on the school values has helped them to be more supportive of each other, for example through the pupil buddy scheme.
- Children talk confidently about the wellbeing indicators. For example, they know what it means to be nurtured and how staff and other children provide support to those who need it. Senior leaders plan a monthly assembly focus to increase further children's understanding of how to improve their own wellbeing. Teachers plan well-considered learning experiences that help children understand how each indicator relates to their own experiences. Pupil Council representatives visit each class to talk to children about their understanding of the indicators. They use class responses to create visual displays to increase children's vocabulary and understanding. This whole school approach is helping to create a shared language for children and staff when talking about their emotions and wellbeing. This work is shared through school newsletters with parents, to help them talk to their children about what they are learning.
- Teachers plan a broad and well-considered health and wellbeing curriculum. They link this curriculum very well to children's wellbeing and their rights. As a result, children are developing a good understanding of and increasing skills in health and nutrition, the importance of positive relationships, and mental health. Children are becoming increasingly skilled at linking their learning across the curriculum and can talk about the positive impact episodes of learning have on their wellbeing and understanding. Teachers implement very effectively a whole school programme designed to improve mental health. This is helping children to talk about their feelings and to know what to do if they are upset. Senior leaders and teachers track children's progress in all aspects of wellbeing. They can demonstrate the progress children are making over time and use this information very effectively to provide well-timed support and, where appropriate, targeted interventions.
- Staff have a very good understanding of their responsibilities and the statutory duties related to wellbeing, equality, and inclusion. Staff use effectively a clear process for identifying and supporting children who require support with their learning. Teachers and senior leaders talk regularly about the support children receive in class. The principal teachers arrange planning meetings, involving staff, parents and children to discuss, agree and review identified support measures. Teachers' interventions are well-planned, recorded and tracked through

individualised educational plans. These plans are reviewed regularly to ensure the support for children is having a positive impact. Identified children benefit from the wide range of targeted interventions staff use. Their progress in literacy and numeracy, as well as mental and emotional wellbeing, is improving. Senior leaders and staff review children's progress regularly and identify quickly any gaps that arise. As a result, children who face barriers to their learning make good progress.

- Children benefit from the strong partnership approach taken by school staff when working with other agencies and specialists. Staff link with health professionals, the educational psychologist, and community partners such as the librarian and Forest Schools leader, to support children's wellbeing. They value the professional guidance and support that partners provide. Religious observance opportunities are provided through assemblies, mass, prayer and close links with the local priest. Partners speak very highly of the work school staff engage in to ensure high quality and consistent support for children. Staff's and partners' approach to providing support is resulting in very positive outcomes for children.
- Senior leaders and teachers are developing an appropriate rights-based education with children's voice centred in all aspects of school life. Staff link articles from the United Nations Convention on the Rights of the Child with key learning in health and wellbeing. This is helping children learn and understand about their rights and the rights of others within relevant contexts. As a result, children are developing an increasing awareness of the different rights they are entitled to. Children are respectful towards adults and their peers. They support each other and share with staff when they see their peers displaying the values in their behaviours and actions. Children are involved fully in developing class, playground and dining hall charters to establish clear and high expectations. As planned, senior leaders should continue to support staff to increase children's understanding in this area.
- Staff provide children with regular opportunities to contribute their views. As a result, children participate very well in a wide range of improvement activities such as the health committee, eco committee and school improvement assemblies. Children can discuss the impact that their participation in decision-making has had in the school. For example, children planned the purchase of soft furnishings for the school library to make the space more welcoming. Children's voice is central to agreeing strategies for children who require support at different times. For example, children have developed with staff, calm and nurturing spaces where they can manage their emotions and ask for adult support where required.
- Staff help children recognise and celebrate diversity through lessons and school assemblies. Children across the school are improving their understanding of equality and diversity through their experiences in health and wellbeing and religious and moral education. Teachers think carefully about the resources they can use to improve children's understanding in this area. Children can identify a few key figures from history who have challenged inequality. They work as part of the charity committee and 'Mini-Vinnies' to provide support and encouragement for identified groups within their community. For example, children organised and led a fun day for members of the local care home. Children who have experience of living in other countries are well-supported by staff and the English as an additional language specialist teacher. They planned an assembly to share their experiences and home cultures with the wider school community. Children are proud of the increasing range of countries represented in the school. Staff have audited reading materials to provide an increasing range of contexts that encourage children to challenge stereotypes they may have encountered. Children encourage everyone to be kind and inclusive. They feel staff think carefully how to include and value everyone's uniqueness. As planned, teachers should continue to make relevant links to diversity and equality throughout the curriculum.

- Attendance remains high with senior leaders proactive in continuing to improve attendance after the impact of the pandemic. Since the appointment of the headteacher, there have been no exclusions, with all children well-supported in the life of 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 English and numeracy and mathematics is good. For session 2021-2022, most children attained national levels in reading, writing, listening and talking and numeracy and mathematics.
- At early level, most children are predicted to achieve expected CfE levels in reading, listening and talking and writing, with almost all children predicted to achieve in numeracy and mathematics. At first level, most children are predicted to achieve expected CfE levels in listening and talking and reading. The majority of children are predicted to achieve expected levels in writing, numeracy and mathematics. At second level, most children are predicted to achieve expected CfE levels in listening and talking, reading, writing and numeracy and mathematics. Children make good progress through early, first and second CfE levels. Most children with additional support needs are making good progress from prior levels of attainment.

Attainment in literacy and English

- Overall, attainment in literacy and English is good.

Listening and talking

- Overall, children's attainment in listening and talking is good. In almost all classes, most children speak confidently during class and group discussions contributing appropriately to the context. At early level, most children take turns and listen well to adults and peers. At first level, most children can discuss the features of texts and identify fact and opinion. At second level, most children contribute relevant ideas to group and class discussions, building on the contributions of their peers. Across the school, children would benefit from an increasing range of planned, progressive opportunities to apply learned skills to different contexts.

Reading

- Overall, children's attainment in reading is good. Across the school there is a positive culture of reading for enjoyment. Children in the reading committee, supported by the community librarian and specialist support teacher, ensure school and class libraries are well-resourced with a wide, and increasing, range of texts. The whole school focus on the Reading Schools Award is encouraging children to read a wider range of genres.
- At early level, most children use their knowledge of simple sounds and consonant blends to read simple words. They can read an increasing number of common words well and recognise them when reading group texts. A few children require support to use these strategies when reading aloud their own sentences. At first level, most children read fluently and are beginning to use expression. They have a very good awareness of genre and can talk about their favourite authors. They are not as confident when discussing the features of different texts. At

second level, most children ask and answer increasingly complex questions about a range of texts, including inferential and evaluative questions. They identify relevant evidence to justify their responses. Children are not as confident when reading aloud and talking about texts they enjoy.

Writing

- Overall, children's attainment in writing is good. Across the school, children write well for a variety of purposes.
- At early level, most children use common words and known sounds to write simple words independently. They use a capital letter and full stop to punctuate a sentence correctly. A few children use a conjunctive to add detail to their sentence. They are not as confident when writing more than one sentence without support. At first level, the majority of children write well-structured sentences using correct punctuation. They are beginning to enhance their writing by using interesting vocabulary to engage the reader. At second level, most children write well across a wide range of contexts using the correct features of each genre. At both first and second levels, children would benefit from applying learned skills to an increasing range of real-life contexts.

Attainment in numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is good. Children learn across all organisers and demonstrate mathematical ability appropriately. Teachers have reviewed pedagogy in numeracy to ensure lessons effectively target the gaps in children's learning. This is impacting positively on attainment.

Number, money and measure

- At early level, almost all children identify and write numbers to 20 confidently. They know the number before, after and between. A few children at early level are exploring larger numbers. They are not yet as confident in applying addition and subtraction skills to money or when reading digital and analogue time. The majority of children at first level have a sound understanding of place value. They solve addition and subtraction problems using an increasing range of strategies including those involving money. They are not yet confident in recognising and organising fractions. Most children at second level articulate confidently the relationship between fractions, decimals and percentages. Children across the school use appropriate units of measure to calculate length and distance.

Shape, position and movement

- At early level, almost all children confidently name familiar two-dimensional shapes. They recognise and sort regular and irregular shapes. They use two-dimensional shapes to create recognisable objects within their environment. At first level, the majority of children name correctly common three-dimensional objects and list their properties. At second level, most children are confident when discussing the properties of a range of two-dimensional shapes and three-dimensional objects. They can calculate the perimeter and area of shapes. They can name and explain the properties of acute, obtuse, straight and reflex angles.

Information handling

- At early level, children can use tally marks and create simple bar graphs. They are able to read and answer questions accurately from given bar graphs. At first level, children can explain how they would organise and carry out a simple survey. They are less confident about recording information in graphs. At second level, children can interpret information from a range of graphs to draw accurate conclusions.

Attainment over time

- Senior leaders have data to evidence children's progress over the last five years in literacy and numeracy. Attainment data shows that across the school, attainment dipped during 2021-22. Senior leaders acknowledge that robust professional dialogue with teachers using National Benchmarks has since ensured a greater understanding amongst staff of attainment standards. Teachers now gather and use more reliable data. Most children are now making good progress in literacy and English and numeracy and mathematics.

Overall quality of learners' achievements

- Children enjoy when staff recognise and celebrate their achievements regularly in class, at assemblies and online. Staff track the involvement of different groups of children in achievement activities very well. This includes children benefiting from PEF and those who are care experienced. Staff are aware of those not participating and are proactive when supporting children at risk of missing opportunities.
- Children are keen to contribute to the life of the school and the wider community. Children take part in a range of leadership groups and can talk about the skills they develop and apply through these leadership roles. They are developing well, important skills for learning, life and work through these experiences.

Equity for all learners

- The headteacher and staff have a very good understanding of the needs of the community. They make very effective use of data to identify poverty-related and gender attainment gaps. They use PEF effectively to support targeted children. These attainment gaps are beginning to narrow as a result of teachers' well-planned interventions.
- The headteacher and staff plan a range of interventions which support children with additional needs or those who need support to stay on track. Support assistants work with identified children very well. They provide effective targeted support for children in literacy and numeracy, as well as well-timed emotional support for those who require it. As a result, children are well-supported to remain in class and access their learning with increasing independence. Senior leaders measure the impact of these interventions carefully to ensure that all children, including the most vulnerable, make good progress. The headteacher has a clear raising attainment plan which is impacting positively on children's progress and raising attainment across the school.

Practice worth sharing more widely

The headteacher has introduced a strong and rigorous approach to self-evaluation, linked to teachers' professional learning. This has had a very positive impact on improving the consistency in learning and teaching across the school. Overall, almost all children experience regular high-quality lessons.

- Senior leaders have created a culture where everyone is a leader of learning in their classroom. They support staff to engage in professional learning and carry out small tests of change. Teachers evaluate the impact changes to pedagogy has on children's motivation and engagement as well as their progress.
- An example of this very strong practice and approach to meeting children's needs, is the use of 'flexible' numeracy and mathematics for key stages. This pedagogical approach promotes personalisation and choice for children. It focuses on the delivery of whole class mathematics and numeracy sessions, with clearly planned differentiated learning activities and outcomes. Children are actively encouraged to choose the level of learning experience they wish to explore to develop their skills.
- Teachers carefully monitor children's experiences and interject appropriately to ensure they have the correct level of challenge. The successful implementation of this approach is reliant on teachers' robust planning. They plan carefully the implementation of learning experiences, supported by rigorous monitoring and tracking of learning. In St Athanasius' Primary School, children are making very good progress from prior levels of attainment with this approach. Teachers are successfully closing gaps in children's learning that arose as a result of the pandemic.

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%
w	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.