Summarised inspection findings

St Charles' Primary School

Glasgow City Council

14 May 2024

Key contextual information

St Charles' Primary School and Language and Communication Resource (LCR) is a denominational school in the west end of Glasgow. Currently the school roll is 232 children across nine classes in the mainstream and four classes in the LCR. The headteacher has been in post since 2015. She is supported by one part-time depute headteacher and one part-time acting depute headteacher. Three full-time equivalent principal teachers make up the leadership team. There have been a number of changes to the staff team in recent years with most teachers new to the school. The majority of pupils live in Scottish Index Multiple Deprivation deciles 1 to 3. Over 60% of pupils are placing requests to the school. Just under a third of pupils are in receipt of free school meals. Just under a third of pupils require additional support with their learning. Across the school, 8.6% of pupils have English as an additional language. Due to changes to catchment and the movement of families, numbers at each stage can fluctuate annually.

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 has established very positive relationships with children, staff and parents. They have a high level of respect for the headteacher and feel valued and welcome within the school. She maintains a relentless focus on developing an inclusive and nurturing school where all children and families are welcomed and valued. Her approach to leadership ensures all stakeholders have their place in improving the school. As a result of the headteacher's very effective leadership, she has transformed the culture and ethos across the school community.

- Almost all staff have a clear understanding of the community's social, economic and cultural context, sharing high aspirations for children. There is effective collegiate working between staff focused on improvement which helps to ensure the pace of change is managed appropriately. As a result, almost all staff find it rewarding to be a member of St Charles' Primary School and feel valued as part of the staff team.

- In session 2022-23, senior leaders involved children, staff, families and partners to review the school's vision, values and aims. The values of 'love, honesty, resilience, inclusiveness and nurture' align closely with the Charter for Catholic Schools Scotland and reflect very well the school's context. Almost all staff use the values as an integral part of their work. Teachers refer to the values during lessons, linking them to familiar situations to increase children's understanding. Children talk articulately about the values and their relevance to their daily experiences. They create child friendly value award certificates for their peers, so the values are accessible and understood by all. As a result of this whole school approach, children are happy and proud to be a member of the St Charles' community.

- Senior leaders use a robust quality assurance calendar to gather a wide range of evidence including the views of all stakeholders. They use this information very well to gather accurately the strengths and areas for development as a school. For example, they correctly identified the

need to improve the teaching of, and attainment in, writing across the school. Staff evaluate key quality indicators from 'How good is our school? 4th edition', to provide a well-considered evidence base for future improvement activities. Senior leaders build leadership capacity across the staff team through staff's professional reviews and by facilitating high-quality professional learning. All staff have leadership roles linked to key features of school improvement and current practice. For example, teachers lead the faith committee or the development of inclusive practices which align well with the school values. Senior leaders' commitment to developing leadership at all levels contributes very well to school improvement. As a result of this approach, all teachers have embedded highly-effective approaches to the use of digital technologies.

■ Senior leaders have managed very well the significant changes to staffing in recent years. They have responded rightly by developing consistent approaches to learning and teaching across the team. Senior leaders have created a climate where most staff feel empowered to effect change. Teachers use professional learning from the Glasgow Pedagogy Team very well to improve their practice. For example, all teachers plan very effectively opportunities for children to think about and explain their thinking and learning. Teachers plan small tests of change, based on relevant research, to help them improve the quality of learning and teaching. As a team, they share their learning and best practice with each other as well as across the learning community. Senior leaders support teachers to lead improvement within their classroom through professional learning and time to moderate practice within and beyond the school. This collective approach is improving children's learning experiences across the school. Senior leaders should continue to support all staff to measure the impact of changes to pedagogy and new initiatives. This will help staff to make well-judged decisions on which approaches to embed to further improve children's outcomes.

■ Staff place a high-value on the views of children. Almost all children participate very well in a wide range of leadership groups such as the anti-bullying committee, eco committee, wellbeing ambassadors and school inclusion group. In addition, children have opportunities to represent the school beyond the community. Recently, pupil council representatives organised and led a 'Pupil Leadership Conference', attended by 40 pupil leaders from nine schools across the authority. They shared their approach to leadership, focusing on key themes such as relationships and school improvement. This approach is helping to support improvement beyond their school. Senior leaders regularly consult children and respond promptly to their views. For example, children wanted to improve the playground to ensure all children felt included. Senior leaders worked with children to develop a whole school approach, introducing 'playground pals'. Using further feedback from children through pupil council and house consultations, senior leaders introduced peer mediators and de-cluttered the playground. They are working closely with the Parent Council to source funding to improve further the playground spaces and resources. Senior leaders' approach to valuing the views of children results in most children having a very good understanding of how their views make a difference. They clearly state the impact that their participation in decision-making has had on the school.

■ The headteacher meets termly with staff to review children's progress in literacy and numeracy. They discuss the support children require to stay on track with their learning. As a result, staff have a very good understanding of the socio-economic context of their community and use this knowledge well to plan additional support for children. They use very well, pre- and post-measures to assess the impact of interventions. The headteacher involves parents in determining the use of Pupil Equity Funding (PEF). Moving forward, the headteacher should consult parents and children more widely about interventions that will raise children's attainment in literacy and numeracy.

2.3 Learning, teaching and assessment	good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ Led very ably by the senior leadership team, staff have created a very positive and inclusive ethos across the school. Children are proud of their school and of their roles within it. Relationships between staff and pupils are respectful and nurturing. Almost all children display good manners and are supportive towards other children. Staff think carefully about their approaches and environments to support children's engagement in their learning. Senior leaders plan regular high-quality professional learning to help staff increase their skills in managing the wide range of needs within each class. The local authority provides clear guidance and support through professional learning sessions and supportive high-quality dialogue. As a result, almost all children are polite and respectful to other children and adults and are supportive towards their peers. They are friendly and welcoming to visitors, demonstrating the school values in their interactions. A few children need regular reminders to listen well to others and support to interact positively with their peers. Teachers support all children through consistent approaches and high expectations. Senior leaders provide valuable support to staff to manage children's individual needs.

■ In almost all lessons, most children are highly-engaged in their learning, listening attentively and working well with others. Almost all teachers use a range of well-considered approaches and activities to engage and motivate children. These include regular opportunities to work in pairs and in groups. Teachers prioritise children's ability to talk about their learning. They plan regular class discussions to provide children with opportunities to share their views. This is improving very well children's communication skills and increasing their vocabulary. In most lessons, teachers make effective use of questioning to check for children's understanding and recall prior learning. In a few highly-effective lessons, teachers differentiate very well learning activities that meet the needs of individuals and groups. Teachers should now develop this further to strengthen the support and challenge children receive across the curriculum.

■ In almost all lessons, teachers share learning intentions with children, linking learning to real-life examples. As a result, most children articulate well the purpose of their learning and understand the relevance of tasks and activities. In most lessons, teachers share success criteria to guide children in their learning. Older children are now able to take more ownership of developing these with the teacher. The recently introduced skills framework should strengthen further children's ability to talk about the skills they develop as a result of their learning. Teachers use a range of formative assessment strategies to regularly review the progress children are making. They should develop further their use of written feedback to include next steps which align more closely to success criteria. This should support children better to clearly identify their next steps in learning.

■ Teachers have developed a learning and teaching policy which outlines the key features of effective lessons. They use very well practitioner enquiry, research and professional learning to improve and adapt their practice to meet the needs of children. Challenge leaders of learning

use highly-effective approaches to measure the impact of changes to pedagogy. They gather valuable evidence to identify the approaches which have the greatest impact on children's outcomes. Staff should continue to review and update guidance to reflect best practice and ensure greater consistency of approach across the team.

- Children at early and first levels experience regular play-based learning. Teachers have engaged with national guidance and developed a policy to support the implementation of this approach successfully. The majority of play-based learning activities are child-led, with a minority of activities being teacher led or directed. Children engage positively in these activities. Teachers should continue to review the balance of teacher-directed and child-led learning to support explicit teaching of literacy and numeracy, especially at the first level.

- Staff have developed the school grounds well to facilitate outdoor learning experiences. These activities link very well to children's classroom learning, supporting children to apply skills to other contexts. Staff have developed strong partnerships with local charities and parks to provide further learning opportunities for the children within their local environment. These include, for example, Hamiltonhill Claypits Nature Reserve and Firhill Basin. Children improve their social and communication skills and wellbeing as a result of these activities and are learning about their immediate and extended local areas. Staff work very effectively with a wide range of local partners including local libraries, museums and sporting groups. They plan visits and experiences that enhance well children's learning across the curriculum.

- Teachers have developed highly-effective approaches to the use of digital technologies. They integrate a range of devices and software very effectively, including interactive features, to enhance learning and teaching. Almost all children are confident in the use of digital technologies to complete tasks and share their learning. For example, a few teachers review children's learning, providing verbal feedback through voice notes. Children use these prompts very well to review and adapt their work. Teachers have embedded the use of assistive technologies to ensure the curriculum is accessible and supports all children to experience success. Teachers should continue to link children's learning to the skills for learning, life and work. This includes supporting children to take ownership of their digital portfolio of learning.

- Teachers work collegiately, drawing upon the views of children, to plan learning using a helpful digital planning tool. They use well an agreed assessment framework and calendar which helps teachers to gather accurate information to inform future planning. They use a range of ongoing, periodic and summative assessments covering literacy, numeracy, health and wellbeing and science. Teachers engage well in regular and planned moderation activities both in school and across the learning community. They evaluate evidence using national Benchmarks to make professional judgements on children's progress and attainment. This is supporting teachers to make increasingly confident and accurate judgements about children's progress in literacy and numeracy. As planned, teachers should engage more regularly with colleagues from other schools to moderate children's work across different curriculum areas. This will support teachers to develop further their understanding of national expectations across the curriculum.

- Senior leaders have introduced a new local authority tracking and monitoring system which gathers important information about individual children. Senior leaders meet with teachers termly to discuss children's progress in literacy, numeracy and health and wellbeing. Staff use very well a 'fact, story, action' approach to clearly identify children's needs and inform next steps in learning. Together they identify children who are not making expected progress and agree approaches to support children's learning. Planned approaches are having a positive impact on children's progress. Senior leaders should continue to monitor how well teaching and learning approaches are raising attainment and accelerating children's progress.

2.2 Curriculum: Learning pathways

- Staff are currently reviewing the school's curriculum rationale, involving all stakeholders within the school community to ensure it reflects accurately the school's context. They are taking account of the school's place within the community, making good use of the local area. This renewed rationale should reflect the ambition staff have for all children.

- Teachers use local authority progressive pathways to plan and deliver learning across all curricular areas. They consider well learning that links across different curricular areas ensuring it is a consistent feature of their practice. Teachers should now review this approach. They should ensure children have opportunities to apply and develop further their skills and prior knowledge from other areas of the curriculum.

- Children receive their entitlement to experience a 1+2 languages approach. Teachers use a progressive programme with children experiencing progression and depth in learning in Spanish and French languages and culture.

- Children enjoy weekly lessons in the art room. The introduction of 'Artist of the Month' gives children the opportunity to respond to the work of artists and to learn to give and accept constructive feedback on their own and others' work. Children experience high-quality music lessons on a weekly basis.

- Children make very good use of the well-resourced and attractive school library. Classes are timetabled twice a week for the teaching of reading and to promote reading for enjoyment. Staff have developed subject-specific libraries across the school to reflect the school's community of learners, their interests and aspirations. For example, children can access books to learn more about leadership or about those who are neurodiverse.

- Almost all children regularly experience and enjoy outdoor learning and benefit from a well-resourced outdoor learning room. The Outdoor Learning Framework provides a progressive approach to learning and teaching across the curriculum.

- Teachers use well a local authority planning tool for physical education (PE) and benefit from working collaboratively with Active Schools. They plan high-quality learning as a result. Teachers should ensure that they plan consistently for children to receive their entitlement of two hours of quality PE weekly.

- Children benefit from well planned and relevant experiences in science, technology, engineering and mathematics (STEM). These include themed challenge weeks, design challenges and the Young STEM Leaders Award for P7. Staff effectively use the well-resourced STEM suite, with STEM ambassadors running the STEM and construction clubs at lunchtimes for their peers.

2.7 Partnerships: Impact on learners – parental engagement

■ Most parents feel staff know their child well and that the school is well led and managed. They feel comfortable approaching the school and talk very positively about the care and support staff provide for children and their families. The school benefits from a very active and supportive Parent Council with parents feeling involved and informed about their work. The Parent Council leads a range of fundraising activities to purchase resources that support children's learning and enhance their experiences. For example, they raised a considerable sum of money to fund a relaxation station for children. This supports very well the school's values of being a nurturing and inclusive place that meets all children's needs.

■ Most parents feel they receive helpful and informative information about their child on a regular basis. They appreciate the wide range of activities provided by staff such as 'stay and play' sessions and informal opportunities to chat to senior leaders through the weekly 'tea, toast and talk'. Parents have access to the school's online app. A few parents would appreciate a more consistent approach to sharing learning across the classes. The headteacher communicates with parents regularly through newsletters, social media and consultations. The Parent Council use their dedicated space within the newsletters to keep parents informed about their work. Most parents appreciate being involved in decisions within the school and feel their views are taken into consideration when changes are made. A few parents would like senior leaders to review and reduce the number of channels that are used to share important information.

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

■ Almost all staff work very effectively as a team to create and sustain a positive, nurturing and inclusive ethos across the school. They place children's wellbeing at the centre of their practice with very positive relationships between children and staff. In almost all lessons, staff model positive interactions and share their high-expectations for children. As a result, most children feel safe and secure at school and know who to talk to if they feel worried or upset. Staff's approach to inclusive practices is supporting almost all children to understand the different needs of others. Almost all children feel staff help them to respect others. Children are settled, calm, engage positively in school and understand very well how the school helps them to improve their confidence and resilience. Overall, almost all interactions between children and their peers are positive and respectful with children showing kindness and support for others. Differences are celebrated and inclusion is an important strength of the school.

■ Children talk confidently and articulately about their wellbeing. They know what it means to be nurturing and give examples of this in their daily experiences. Almost all children recognise the ways the school helps them be responsible through the leadership roles they hold. Senior leaders plan for and use regular assemblies very well to take a closer look at areas that impact positively on children's wellbeing. For example, they focus on habits, values and children's rights that align very well with the Gospel values and promote inclusion and wellbeing for all. Children enjoy these regular times together which helps to develop their sense of community. Furthermore, staff plan very effectively bespoke support, targeted interventions and use emotional check-ins to help and improve children's emotional literacy. They analyse responses to inform their planning. Staff's approach to improving children's wellbeing, self-esteem and sense of self has had a very positive impact on relationships and behaviour across the school.

■ Almost all staff are aware of the expectations to fulfil their statutory duties. Senior leaders lead all staff annually through professional learning and mandatory child protection training. With staff, they audit, review and update policies and procedures in line with national guidance. They provide regular training sessions which take a closer look at different aspects of safeguarding. For example, staff have received training on the impact of neglect and domestic abuse to help them know what to do if they have concerns. This supports staff to understand the impact different circumstances can have on children and families. Senior leaders plan regular training to support staff to have an increasing understanding of nurturing approaches and inclusive practices. They carry out annual learning walks to ensure all learning spaces have key resources, such as visual timetables, to ensure environments are inclusive for all children. They should continue to work with all staff to review the use of symbolisation and sign language across the school to improve consistency of approach.

■ Senior leaders act promptly to provide support for children who require it. The depute headteacher has developed a highly-effective approach to the staged intervention process for children with additional support needs (ASN). Senior leaders use a clear ASN calendar to

ensure they regularly review the support children receive. They plan very well regular professional learning, for example, autism awareness and sensory awareness, to support all staff to have a strong understanding of children's needs. Staff use professional learning to create well-considered support plans with key strategies and measurable targets. The depute headteacher arranges review meetings with parents, partners and school staff to ensure children's needs are met effectively. She utilises the expertise of a wide range of professional partners to plan appropriate interventions that support children's learning and emotional wellbeing. Staff consult children about the support they need and ensure children's views are central to the decision-making process. Parents and partners speak very highly of the high-quality and consistent support children receive. This approach to providing support is resulting in very positive outcomes for children's wellbeing.

■ The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.

■ Senior leaders are focused on improving attendance and late coming. Over the last three years, attendance has been lower than the national average. As a result of the school's 'maximising attendance initiative', attendance is improving. Principal teachers are the key person for identified children and families, providing valuable support as required. Staff use professional learning very well to meet children's individual needs including their social and emotional wellbeing. As a result, there have been no exclusions in the last two years.

■ Senior leaders have a well-established approach to transition. Well planned, enhanced transitions support children's move between schools and stages. Staff use social stories very well to support children to transition confidently and smoothly. Senior leaders involve professional partners and parents when planning transitions and work with children to update personal 'All About Me' booklets. This approach ensures all children are carefully and effectively supported to experience success when moving to a new stage.

■ Children benefit from strong partnership working with the local priest and experience religious observance through assemblies, mass and regular prayer. Teachers offer guided meditation sessions and planned learning about the Catholic faith, and the faiths of others, to support children to respect others' beliefs and values. Teachers link these learning experiences very well to the school values and children's rights. For example, older children link learning about biblical passages to current contexts, exploring the moral dilemmas they may face.

■ The school celebrates diversity and challenges discrimination through its health and wellbeing programme, inclusive ethos, whole-school events and celebrations. Staff use key policies to guide their work in this area. Senior leaders lead weekly assemblies that develop children's understanding of their role as a global citizen. Teachers help children develop a better understanding of children's rights through learning linked very well to global goals. They link articles from the United Nations Convention on the Rights of the Child with learning across the curriculum. Staff plan opportunities for children to work with peers beyond the school to challenge sectarianism through annual participation in the 'Sense Over Sectarianism' programme. In addition, the headteacher, with parental support, refreshed texts to ensure wider representation in books within classes and libraries. The headteacher has involved parents in sharing their skills and culture with children and families through special events. She has plans to involve parents in the review and development of the school's refreshed curriculum rationale to develop further children's learning and experiences in this area.

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. The majority of children are on track in literacy and most children are on track in numeracy to attain national expectations. The majority of children requiring additional support, including those new to English, and the regularly changing school roll impact importantly on the school's overall attainment data. Taking account of these factors and the school's accurate data on individual children's progress, it is evident that, overall, most children are making good progress in their learning.

- Almost all children requiring additional support with their learning are making good progress towards their individual targets and a few make very good progress. This includes children who do not have English as their first language.

Attainment in literacy and English

- Overall, the majority of children make good progress from prior levels of attainment in literacy and English.

Listening and talking

- Across the school children are articulate and confident. Almost all children listen well to instructions and participate appropriately in partner and group discussions. At early level, most children listen well, discuss stories read and re-enact them for their peers. At first level, most children speak confidently, participate in group discussions and answer questions accurately. At second level, almost all children communicate effectively and confidently. They answer questions accurately, take turns in discussion and offer opinions. The planned experiences for children to apply skills beyond the classroom is having a positive impact on children's progress.

Reading

- At early level, most children are interested in stories, discussing them confidently. They should apply their knowledge of sounds to have a go reading unfamiliar words independently. At first level, most children read aloud fluently and with expression. Most answer questions with detail to show understanding of the text. Children should continue to develop their ability to decode new and unfamiliar words. At second level, most children read fluently and with expression. They find and discuss information from the text and identify and discuss features of language, such as similes and onomatopoeia. A few children should develop their understanding of techniques to influence the reader such as word choice and emotive language.

Writing

- At early level, most children form most letters correctly and use well a capital letter and full stop. At first level, the majority of children spell commonly used words accurately and use full

stops and capital letters correctly. They write for different purposes, for example, to persuade. At second level, the majority of children use paragraphs and punctuation accurately. They understand genre and are able to write for a range of purposes. Across the school, children now need to write regularly and at length to practise and apply the skills they are developing across a wide range of genres.

Numeracy and mathematics
- Overall, most children make good progress in numeracy and mathematics. A few children across the school make very good progress from prior levels of attainment.

Number, money and measure
- At early level, most children order numbers forwards and backwards to 20 and identify missing numbers in a sequence. They compare and describe length, height and weight accurately using everyday language. They are less confident sharing objects into smaller groups. At first level, most children demonstrate a confident understanding of place value and round numbers to the nearest 10 and 100. They complete calculations using the four operations, selecting from a growing range of known strategies, justifying their choice. Children are less secure when ordering fractions and finding a fraction of an amount. At second level, the majority of children have a well-developed understanding of number and number processes. They order numbers, including negative numbers, and have a confident working knowledge of multiples, factors, and prime numbers. They need to develop further their ability to calculate time durations.

Shape, position and movement
- At early level, most children identify a range of familiar two-dimensional shapes. They use the language of position and direction with confidence during play. At first level, most children identify and describe a range of simple two-dimensional shapes and three-dimensional objects using correct mathematical vocabulary. They are less confident using language associated with directions and turns including compass points. At second level, the majority of children use mathematical language confidently to describe and classify different angles. They are less confident using mathematical vocabulary to describe the properties of triangles and circles.

Information handling
- At early level, most children use their knowledge of colour, shape and size to match and sort items successfully. Most children at first and second levels extract key information and answer questions from a range of graphs, charts and tables correctly. Across the school, children would benefit from collecting, displaying and discussing data more often, in different ways. At second level, children are developing their understanding of chance and uncertainty using the language of probability to describe the likelihood of simple events occurring.

Attainment over time
- Staff track children's progress in literacy, numeracy and health and wellbeing. Children's attainment over time in literacy and numeracy is variable. As a result of limited written work during online learning, children across all stages had reduced attainment in writing. Senior leaders and staff have addressed this using well-considered approaches with early signs of improvement. In reading, numeracy and talking and listening, attainment has now recovered, and in key cohorts, exceeded pre-pandemic levels.

- Senior leaders and teachers engage termly in meetings to consider children's progress effectively. They evaluate accurately the impact of interventions to inform future planning. Overall, most children make good progress as a result of their learning experiences. Staff have employed a range of interventions to raise attainment and accelerate progress in literacy and numeracy for children impacted by poverty. These are having a positive impact on children's attainment in reading and numeracy. Senior leaders should now make further use of tracking

data to analyse children's progress through different lenses. This will help them to better understand the progress children are making over time and identify trends in attainment.

Overall quality of learners' achievements

■ Children's achievements are valued and promoted by all staff. Staff celebrate these well across the school through assemblies, digital platforms, house points and certificates. Almost all children engage positively with well-established pupil leadership groups. Children thrive as successful and confident individuals, contributing to the life of the school as a result of their participation in these groups. They develop valuable leadership and communication skills as a result of the roles and responsibilities they experience.

■ Children participate in many after-school and lunchtime clubs, including construction, library, sewing, and homework. Senior leaders and staff are highly responsive to children's interests and create clubs to meet their needs. They have a sound understanding of individual circumstances and take steps to support children at risk of missing opportunities. As a next step, staff should support children to identify, share and track the skills they are developing through participation in these activities.

Equity for all learners

■ All staff understand very well the socio-economic background of children and their families and the context of the school. Senior leaders and teachers monitor closely the progress of individuals and groups of children. This includes children who require additional support, have English as an additional language or face poverty-related barriers to their learning and wellbeing. Staff's approach ensures most children make good progress against their individual targets.

■ Staff have taken positive action to address the cost of the school day to ensure that finance is not a barrier to children's participation. They are sensitive to the increasing financial pressures on children and their families. Actions include subsidising trips, providing a uniform bank and financing appropriate seasonal clothing for children to participate in outdoor learning. This supports all children to be included and ensures that no child is prevented from taking part in any learning opportunity.

■ The headteacher has allocated PEF effectively to provide a range of universal and targeted interventions to support improved outcomes for children across the school. This includes additional staffing and resources to support interventions to improve children's attainment in reading and numeracy. Staff are gathering reliable data about these interventions which demonstrates the chosen approaches are supporting children to close gaps and accelerate progress in learning. Senior leaders' planned approach to gathering evidence to monitor children's attainment over time more rigorously will help them to identify more clearly how these interventions are closing the poverty related attainment gap.

Context

St Charles' Primary School Language and Communication Resource (LCR) is an inter-denominational resource for primary aged children with additional support needs. There are 23 children across four classes. The Area Inclusion Group refer identified children from across Glasgow. Senior leaders moved the resource from a separate wing into the main body of the school building in 2017, establishing it firmly as part of St Charles' Primary School. Senior leaders oversee the LCR, with day-to-day management undertaken by a full-time principal teacher who has been in post for just over two months. A part-time principal teacher delivers outreach support for the north of the city. The headteacher has overall responsibility for the LCR.

Leadership of change

■ Staff within the LCR reflect the welcoming and very positive ethos which is evident across the school. The principal teacher leads a dedicated staff team who understand children's needs well. They ensure a nurturing, inclusive environment where children feel safe and enjoy highly personalised learning experiences.

■ The newly appointed principal teacher is effecting change at an appropriate rate. The staff team are committed to improving learning outcomes for children and demonstrate this by prioritising professional dialogue with parents, partners and colleagues. Teachers have recently undertaken moderation activities with schools across the local authority. Senior leaders should continue to support this work which is increasing staff confidence and helping teachers develop successful approaches to learning, teaching and assessment.

■ Staff take collective responsibility for change within the LCR. Recently, senior leaders correctly identified the need to increase learning through play. The principal teacher worked alongside staff to devise and implement the LCR play-based learning policy. This is increasing opportunities for children to develop their confidence, creativity and curiosity through play. A few teachers have undertaken their own professional enquiry in this area and are enhancing their understanding of schematic play and of how to apply national guidance effectively. Senior leaders should continue to monitor the effectiveness of these new measures to support the team to strengthen this approach further.

■ Senior leaders should review language and communication approaches to ensure consistency across the school. This will help to accelerate improvements in communication across the LCR and whole school community.

Learning, teaching and assessment

■ In most lessons, children engage well in enjoyable, planned learning activities which are suitably motivating. Most children are eager learners and experience challenging activities which help them progress well in learning. Staff's nurturing approach allows children to feel comfortable and helps them to express themselves positively using either speech or gestures.

■ For children who are pre-verbal, there are helpful signs and symbols to allow them to make choices and express their likes and dislikes. A few staff successfully use signing techniques to improve non-verbal communication between children and adults. Senior leaders and staff have worked with partners to secure the use of augmentative and alternative communication for

identified children to improve their ability to communicate with others. Children and staff are at the early stages of using these devices.

- Most teachers provide clear explanations and use questioning techniques effectively to help advance children's learning in the moment. In all lessons, teachers use observation skills well to check children's understanding. Teachers routinely monitor how children are interacting with stimuli to carefully note any incremental changes in children's development. Teachers use the Milestones for early learning and where appropriate, the national Benchmarks as part of the assessment process. They use progression records to track children's progress. Teachers have regular meetings with senior leaders to discuss children's progress and plan next steps in learning.

- Senior leaders work with staff to plan and implement strategies which might settle, redirect or calm any children who are dysregulated. Senior leaders provide appropriate training and support to staff to increase their expertise in managing the wide range of needs of children. As a result, staff manage situations proactively and successfully. Local authority officers and senior leaders should have an open discussion to revisit action relating to improving children's communication and providing staff with de-escalation techniques.

Ensuring wellbeing, equality and inclusion

- Children's wellbeing is at the heart of the curriculum and underpins all of the work undertaken within the LCR. There is a clear focus on children's rights and entitlements. All staff promote the wellbeing of the children in their care very effectively.

- Through the nurturing and respectful approach of staff, children feel safe and included in the life of the school. Across the school, almost all children treat each other with respect and dignity. In particular, children in mainstream classes display a warm and caring attitude towards children who attend classes in the LCR. Around half of children attending the LCR also attend selected lessons or activities in the mainstream part of the school. Staff work with children and their families to ensure that they experience an inclusive, purposeful welcome in mainstream classes. LCR staff work well with colleagues in mainstream classes to plan and provide the required support.

- Staff understand their responsibilities in respect of statutory duties. All staff participate in regular updated training about child protection and safeguarding. Children have Wellbeing Assessment Plans which teachers regularly update in conjunction with families. These plans illustrate progress under headings aligned to the wellbeing indicators and include helpful de-escalation strategies for the majority of children.

Raising attainment and achievement

- Overall, children in the LCR are making good progress from their prior levels of achievement in literacy and numeracy. Across the LCR, most children would benefit from an increased focus on social communication.

- Most children working at pre-early level respond and focus attention well, for example, understanding expectations at mealtimes and at home time. Almost all children take turns and contribute at the appropriate time when engaging with others. They listen and respond appropriately in a respectful way. Most children refer to visual timetables to identify which activities happen across the school day. At early level, children are beginning to count in groups of two, five or 10. A few children working at first level demonstrate good understanding

of place value and can identify the value of each digit in a whole number with four digits.

- Most children are attaining well over time. Teachers capture children's progress effectively on tracking documents, in personal plans and through reporting.

- Children participate successfully in a variety of activities such as trips, woodland walks and lunchtime clubs. They are building their confidence well and developing their social skills. All children celebrate achievements in assemblies and through other celebration events.

- Attendance at the LCR is above the national average and there is a positive focus on encouraging consistency. The attendance of identified children attending the LCR shows marked improvement when compared to their previous patterns before joining the school.

Practice worth sharing more widely

Staff have embedded digital technology across the curriculum and used it creatively to enhance children's learning. All teachers incorporate digital technologies in daily learning and teaching. This has led to increased motivation and engagement in learning as well as making the curriculum more accessible for children who have barriers to their learning.

Staff have taken part in a city-wide pilot of a digital learning platform. Children in P4 to P7 are involved in this and are using it to improve workflow, reduce paper consumption and work more creatively. Staff use very effectively device features such as voiceover, colour filters, speak selection and guided access. Staff's approach to embedding these approaches into their practice has resulted in learning experiences that are inclusive and accessible by all children.

Staff use their learning platform to streamline assessment procedures and produce a digital journal that can be accessed and discussed at tracking meetings with a view to using it in moderation exercises. Senior leaders and teachers use the monitoring and tracking tool skilfully to track children's progress and achievements. They use journals effectively to engage parents in their child's learning. As a result, most parents feel they receive helpful and informative information regularly and have a good understanding of the progress their child is making.

The principal teacher leads staff through the use of 'Features of Highly Effective Digital Learning, Teaching and Assessment in Schools' to self-evaluate the school's progress, both within the school and across the learning community. The principal teacher's strategic approach to digital learning and teaching ensures all staff have the skills to embed this practice across the curriculum. As a result, children are highly-skilled when using a range of technologies and apply these skills in a wide range of contexts.

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.