

Summarised inspection findings

St Timothy's Primary School

North Lanarkshire Council

8 November 2022

Key contextual information

St Timothy's Primary School is a Roman Catholic primary school serving the Kirkshaws area of Coatbridge. It includes a non-denominational nursery provision and a Language and Communication Support Centre (LCSC). At the time of the inspection, there were 426 children in the primary arranged across 16 classes and 70 children in the nursery. The LCSC supports 21 children who are also included in mainstream classes. 42% of children live within Scottish Index of multiple deprivation (SIMD) one and two.

Senior leaders within the school played a significant role in providing hubs during the height of the pandemic. In addition, they had many challenges to overcome in relation to the absence of staff and children due to COVID-19 and requirements to self-isolate.

1.3 Leadership of change

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 led a review of the school's vision and values in consultation with children, parents and staff prior to the COVID pandemic. As a result, the school community has ownership of these. The vision to have everyone 'belonging together in a loving, respectful and happy family' is evident in all aspects of school life. The resulting values of 'love, nurture, learn, respect, belong, safe and achieve' are highly visible throughout the school. These are underpinned by Gospel Values. Senior leaders demonstrate these very well throughout their work. This ensures that the vision and values are reinforced constantly by the wider school community. All staff demonstrate a shared understanding and commitment to shared educational values and professional standards. The staff have a strong understanding of the social, economic and cultural context of the school.
- Formal approaches to quality assurance have been impacted by the pandemic over the past two years. These are beginning to return to a more pre-pandemic format. Despite this, senior leaders have an accurate understanding of the overall quality of learning and teaching across the school. Children form an integral part of the quality assurance process, such as through focus group discussions. Staff have regular opportunities to meet with senior leaders to discuss children progress and the impact of universal and targeted interventions. Teachers are increasing their confidence in becoming a 'critical friend' for colleagues.
- Almost all teachers feel actively involved in the school's ongoing self-evaluation process to inform improvement. They have opportunities to participate in activities to agree the priorities for the school. However, the strategic analysis and articulation of self-evaluation evidence is not yet sufficiently robust. As a result, key measures demonstrating the impact of change and the progress of development priorities are being overlooked. Addressing this will support senior leaders to guide the strategic direction and pace of change more effectively.

- Staff take due account of national priorities, including closing the poverty-related attainment gap when planning for improvement. They understand well the increased challenges around poverty caused by the pandemic and cost of living crisis. Senior leaders use this to inform the use of Pupil Equity Fund (PEF) well to raise attainment, support wellbeing and increase attendance. Effective partnership working enhances the effectiveness of identified interventions. This includes strong partnership working with cluster schools. A range of data is gathered in relation to specific interventions and supports in place. Overall, this is leading to the poverty-related attainment gap being narrowed.
- Members of the senior leadership benefit from clear roles and responsibilities. The team has been enhanced through the use of PEF to provide an additional principal teacher focused on raising attainment. Their collective strengths and areas of expertise enable the school to continue to improve outcomes for children. They are now well placed to empower all staff to take greater responsibility for implementing change for improvement.
- Almost all parents who responded to the pre-inspection questionnaire feel that the school is well led. Senior leaders employ a range of approaches to communicate and engage with parents. These include using apps, social media and seeking their views using questionnaires. The majority of parents feel that their views are taken into account when making changes. Senior leaders have rightly identified the need to share school improvement priorities more effectively with parents. There is potential to involve the Parent Council more actively in the improvement planning process.
- Children with experience of roles, such as House Captain or pupil council member, speak confidently about their contribution to the school. They feel respected and feel their views are valued and acted upon. Overall, the majority of children feel that their views are listened to. As planned, staff should continue to increase the range of opportunities through which children take a more active role in leading change. By sharing how children's views have been implemented, their sense of involvement and leadership will be increased.
- Teaching and support staff feel well supported through the provision of appropriate professional learning and development. This supports the implementation of the school improvement plan, their own personal development needs and the delivery of targeted interventions well.

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

- Almost all classes have a nurturing and respectful ethos. Children and adults demonstrate care and kindness in their interactions with each other. This contributes to a positive and inclusive learning environment. Children are attentive and focused during class activities. Most are actively engaged in their learning and find it enjoyable. Most children are confident and articulate when explaining their own thinking. They are keen to support and collaborate with their peers during learning. Teachers should now incorporate more choice within learning activities and provide increased opportunities for children to lead their own learning. The level of background noise due to the physical environment impedes learner engagement at times. Staff should seek to minimise the impact of this on learning experiences.
- Most teachers help children to make connections between previous and current learning. They provide clear and succinct explanations and highlight key teaching points. This helps children understand the purpose of their learning. In a few classes, teachers support children to understand what they need to do achieve success. Children would benefit from being more actively involved in identifying these next steps.
- Almost all teachers provide children with helpful feedback on their progress. Children are encouraged to use self and peer assessment during class activities and in their written work. Most children report that they understand how to improve their work and know how to get help if required. The majority of parents feel that the school provides advice on how to support learning at home.
- Most teachers use an effective range of questioning strategies to help children share, clarify and expand their answers. In a few classes, this is a highly effective feature of practice. Most teachers use differentiation to offer support and challenge in learning appropriately. This is evident in use of questioning, provision of support, allocation of resource and planning of learning activities. There is a need to strengthen further approaches to differentiation to increase its effectiveness and ensure that the pace of learning matches children's abilities.
- Teachers working at early level are beginning to develop their understanding of play pedagogy. They are committed to implementing play based approaches to learning in literacy and numeracy. It is now important that they engage in focused professional learning and deepen their understanding of national guidance. This will support their development and use of spaces to support learning and teaching, ensure quality interactions between adults and children and the provision of developmentally appropriate experiences.
- Most teachers demonstrate confidence and enthusiasm when teaching numeracy. Their approach is underpinned by significant professional learning and has been agreed as part of

a whole school drive to improve attainment in this area of the curriculum. Children show a sound understanding of the strategies that are being used and are highly motivated to learn.

- Senior leaders have developed a whole school approach to assessment that is both systematic and responsive to need. Teachers use agreed assessments at scheduled times across the year, but are encouraged to use other methods and resources as required. Teachers gather and use a wide range of formative and summative assessment information. With the active support and encouragement of senior leaders, they are becoming increasingly skilled and confident when using a range of evidence to help to inform their evaluations about children's progress and attainment. Most parents report that they understand how their child's learning is assessed. A majority agree that they receive helpful and timely feedback on their child's learning and almost all agree that their child is making good progress.
- Teachers effectively use diagnostic assessments to identify specific areas of strength and development needs. They also work collaboratively with stage partners to develop holistic assessments that are aligned with national benchmarks. This approach is helping to ensure that they are gathering relevant assessment information about children's acquisition of specific skills and knowledge. Teachers should now take a more consistent and systematic approach to collating evidence of children's progress and attainment across the curriculum.
- Teachers are improving their collective skill, knowledge and confidence when using experiences, outcomes and national benchmarks to plan for learning and assessment. They have benefited from targeted professional learning and effective support from senior leaders in this area. Teachers engage in dialogue with stage partners about planning and assessment. They moderate with colleagues in school, across the cluster and beyond. This is helping them to develop a shared understanding of what progress looks like within and across a level. Almost all teachers report that moderation activities are helping them to make sound and robust professional judgements.
- Teachers' record children's progress on a tracking database and this information is then analysed in partnership with senior leaders. They discuss individual and collective strengths and areas for development, plan appropriate interventions and evaluate evidence of impact. They carefully track the progress of groups of learners, including those who are most affected by poverty. They use assessment information to inform the planning of specific interventions designed to address identified needs and then review progress on a regular basis. Teachers report that the school's approach to tracking and monitoring progress is accessible and manageable. It is supporting them to become more skilled at analysing data and identifying attainment trends within their class. Senior leaders model effective practice and provide guidance and practical assistance. This is building capacity across the staff team.

2.2 Curriculum: Learning pathways

- Teachers use well developed progressive learning pathways in literacy, numeracy and health and wellbeing. These are based on experiences, outcomes and Curriculum for Excellence design principles. This approach is supporting children's progress, attainment and achievement in key areas. Staff should now develop further learning pathways in the other areas of the curriculum to ensure that they promote flexibility, progress and entitlements across the breadth of the curriculum.
- Senior leaders are committed to ensuring that learning is not compartmentalised and actively promote the use of interdisciplinary learning. Teachers deliver a range of curricular areas exclusively through this approach to learning and teaching. However, there is a need to ensure that all teachers have a shared understanding of what constitutes interdisciplinary learning. It is also important to review the balance of the entire curriculum offer to ensure that children receive their full entitlement. This will help to ensure that children experience more focused learning in all curricular areas.
- Children currently learn French as their main modern language and Spanish as their second modern language from P5. Senior leaders and teachers should plan to ensure that children's modern language experiences are progressive and align with Scottish Government's 1+2 language learning policy.
- Teachers would benefit from professional learning to enhance their skills knowledge and confidence in delivering learning digitally. This was an identified area for improvement prior to the pandemic but progress has been variable. Senior leaders recognise that there is a need to ensure that there is consistent and progressive digital literacy curriculum.
- A few teachers are beginning to incorporate outdoor learning into their planning to maximise the potential of the outdoors to enhance children's experiences. However, it is not a regular and progressive curriculum-led experience for children across the school. Senior leaders acknowledge that this is an area that they plan to develop.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have well-established positive relationships with parents. Parents particularly appreciate the high visibility of the senior leadership team. As a result, almost all parents who responded to the pre-inspection questionnaire feel comfortable about approaching the school with questions, suggestions or a problem.
- Staff recognise the impact of pandemic mitigations on their ability to engage with parents over the past two years. The introduction and development of digital approaches helped overcome some of these barriers. Parents would now welcome an increased focus on receiving communication around learning and teaching. Staff have rightly identified the need to re-establish parent workshops and in-person events.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Led by senior leaders, staff at St Timothy's Primary School are welcoming and caring. Positive relationships are evident across the school community. Almost all children feel safe in school, listened to and cared for. They have at least one person in school to speak to if they have a concern or worry. Staff have a collective understanding of nurture principles. As a result, a nurturing, supportive culture is evident throughout the school. A dedicated nurture class is supporting children well to successfully build life skills and integrate with their wider peer group.
- Staff across the school have a strong understanding of the wellbeing indicators. The indicators are used well to reflect on, and plan, to meet children's individual and collective needs. Safety and respect feature strongly in most classes. Children contribute well to establishing charters which are centred on their rights. Staff should continue to develop the language of the wellbeing indicators, linked to children's rights, across all aspects of the school's work. Children's understanding of all the wellbeing indicators, and their rights, should be strengthened. This will support children to understand more fully how they, and those who support them, contribute to improving their wellbeing and protecting their rights.
- Teachers' delivery of good quality health and wellbeing lessons is helping children to make healthy and safe choices. For example, children are developing emotional intelligence and learning how to keep themselves safe online. Children's wellbeing is a key priority of the school's work. Senior leaders use Pupil Equity Funding (PEF) well to provide bespoke personalised support for identified children and families. This is supporting most children well to improve their attendance and overcome any wellbeing related barriers to learning. However, as recognised by senior leaders, children's attendance figures across the school remain well below the national average. As planned, senior leaders need to continue to work with children and families, and partners to improve children's attendance.
- Children benefit from high quality physical education classes. They also engage well in other physical activities including yoga and the 'daily mile'. Staff appreciate the importance of children's physical health and fitness. Prior to the pandemic, children participated enthusiastically in a range of sporting and physical activities at lunchtime and in after-school clubs. Children value these activities very highly. As planned, staff should continue to reintroduce lunchtime and after-school clubs. The recent introduction of meditation and mindfulness at the end of the school day is supporting most children to develop relaxation techniques to help regulate emotions and support transitions. Teachers should now incorporate these sessions into the health and wellbeing curriculum, and evaluate their effectiveness systematically.
- Almost all staff model positive behaviour and are calm and patient in their interactions with children. Almost all children feel that staff treat them with respect. Staff know children's needs well and intervene quickly when learners are showing any signs of distress, or if challenging

behaviour is becoming apparent. Almost all children believe that bullying is not an issue at the school and that staff intervene quickly and effectively when a bullying incident takes place. However, a few children have difficulty in regulating their behaviour. Resulting exclusion rates in the school are too high. Senior leaders need to develop further their approaches to promoting positive relationships to support this small group of learners and reduce the exclusion rates. If an exclusion is deemed necessary, the length of the exclusion should be reduced significantly.

- Senior leaders and staff have a strong understanding of statutory requirements. They ensure that children and families are fully involved in all decisions about them. Staff regularly engage in professional learning which supports their understanding of legislative requirements. As a result they are knowledgeable of their individual and collective responsibilities including child protection and safeguarding.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and school meals provider.
- Children's diversity is celebrated across the school. Children experience a range of learning activities which recognise and celebrate diversity through assemblies and class activities. For example, children learn about Chinese New Year and other festivals as they occur through the school year. Staff should continue to develop more planned and progressive opportunities for children to learn about aspects of diversity and discrimination.
- Senior leaders and staff's approaches to include children in the LCSC in the wider life of the school is a very strong feature of the school. Almost all children in the LCSC attend mainstream classes for a significant proportion of their learning. They build friendships and socialise with their peers in the wider school. Children from across the school participate in bespoke learning activities in the LCSC alongside children based in the centre. The LCSC is an integral part of the school as a whole and is not considered a separate entity in any way.

3.2 Raising attainment and achievement

very good

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

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

- Children's overall progress at the early level in literacy and English and numeracy and mathematics is good. Their attainment at the Curriculum for Excellence early level is very good. Children's progress and attainment at first and second levels are very good. Data supplied by the school indicates that children's levels of progress and attainment are recovering close to pre-pandemic levels. Effective moderation practices ensure that teacher's professional judgement is increasingly sound and robust.
- Most children who receive more intensive interventions to support their learning, and those with specific additional support needs, are making expected progress. Senior leaders and teachers continue to increase their confidence in the use of data to monitor and evaluate the effectiveness of interventions on outcomes for children.

Attainment in literacy and English

Listening and talking

- Almost all children are making very good progress in listening and talking. Overall, attainment in listening and talking is very good. At the early level, most children listen well to everyday instructions and prompts. Almost all children at first level take turns appropriately during different models of class discussion. At second level, almost all children are developing well their understanding and application of a variety of literary techniques. These help them to develop their listening and talking skills. The open-plan classroom environments can make listening and talking activities more challenging for a few children.

Reading

- Overall, children's progress and attainment in reading is very good. Teachers have recently begun to use reading with the whole class to adopt calmer starters and finishers to the school day. This is having a positive impact on children's readiness to learn and more generally, is fostering more positive attitudes to reading.
- The majority of children at the early level are beginning to blend letters and sounds. At first level, most children read aloud fluently and are becoming more confident in understanding the context of a text as they read. At second level, almost all children can use literary techniques identified in a text, to improve their own writing. Teachers should create further opportunities for this type of self-directed application of learning in different contexts across all stages. This will help children to become more curious and experimental in aspects of their writing, encouraged through reading.

Writing

- Overall, children's progress and attainment in writing is very good. Across the school, taught writing and other targeted interventions are a focus for improvement. This is having a positive impact on children's progress in writing.
- Most children at the early level are developing independent writing skills through mark making. Teachers should ensure that where this is explored through play, activities relate to children's interests and support the development of writing skills. At first level, most children are developing well their ability to use sentence length, literary techniques and punctuation to vary structure, tone and imagery. At second level, children enjoy writing for a range of purposes. A few children require ongoing additional support to develop accuracy in organising ideas and thoughts in their writing, and in understanding the role of basic punctuation to convey meaning clearly.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics is very good. Almost all children are attaining expected levels. They demonstrate enthusiasm and confidence in this curricular area.
- Improving outcomes in numeracy for all children has been a key priority for school improvement. Teachers now use more active approaches to numeracy. This is supporting the development of numeracy skills well.

Number, money and measure

- Children at all levels can estimate amounts and perform mental calculations at the appropriate level with confidence and accuracy. At early level, children demonstrate understanding of number conservation and can correctly use ordinal and cardinal numbers. They need support to improve their number formation. Children at first level create number patterns and solve problems involving numbers and time. They are less confident when estimating or calculating length and volume. Children at early and first level require more experience of using money. At second level, children have a sound understanding of place value and can identify and simplify fractions. Children at second level need to revise aspects of measure, such as calculating perimeters, and explore use of negative numbers. Children across the school would benefit from more opportunities to use written methods when adding, subtracting, multiplying and dividing.

Shape, position and movement

- Children at all levels can name 2D shapes and 3D objects and identify many of their properties. At first and second level, children recognise an appropriate range of angles and understand the concept of symmetry. Children at second level can calculate area and draw shapes with a given area, but need to consolidate their understanding of nets.

Information handling

- Children at all levels can interpret data. They can ask and answer relevant questions about a data set. At first and second level, children can identify suitable methods of collecting information and describe and name features of different presentation formats.

Attainment over time

- Senior leaders and teachers have successfully implemented a range of strategies to raise attainment in literacy and numeracy. School data indicates raised attainment over the past five

years in both of these areas. In literacy, the attainment gap has narrowed most noticeably in writing across the levels. Ongoing work to close attainment gaps, including interventions funded by PEF, continue to have a positive impact on children's attainment and progress. Senior leaders should ensure that there is a focus on sustainability to ensure the ongoing impact of these effective approaches.

- Building on the effective systems in place to track children's progress in literacy and numeracy senior leaders are well placed to extend this to include other curriculum areas. So doing will support them in their work to review the school's curriculum rationale and approach to curriculum delivery. It will help highlight gaps and inform areas for future development.

Quality of learners' achievement

- Children celebrate their achievements in a range of motivational ways such as assemblies and on social media. The school encourages all children to celebrate school and community accomplishments. This helps to increase self-esteem and encourages and motivates children to further achievement. Children at P7 are pursuing the Pope Francis Faith Award. This is developing their faith and involvement with the local parish.
- Through children's participation in sports, the school has achieved a Gold School Sport Award from Sport Scotland just prior to the pandemic. This helped children understand fair play, teamwork and turn taking. A range of clubs and activities are beginning to return to pre-pandemic patterns. The tracking of skills developed through these activities was at an early stage of development pre-pandemic. As planned, senior leaders should resume this tracking to help children understand the links between the skills they develop in and out of school.

Equity for all learners

- The school effectively tracks achievement and attainment in groups of children with additional needs. The headteacher has carefully allocated PEF to address attendance issues and to help close the attainment gap. Partner agencies supporting targeted interventions provide senior leaders with a range of data to inform progress. There is a wide range of practical support to enable children to more fully access learning.
- All staff understand the impact of the pandemic and how the cost of living affects families. Staff work hard to ensure that school-associated costs do not put undue pressure on families. They have developed ways to alleviate problems associated with the cost of new uniforms, winter clothing and religious observation.

Context

The Language and Communication Support Centre (LCSC) supports children who have a significant phonological disorder. There are currently 21 children on the roll who have been referred from across North Lanarkshire. Children are included in mainstream primary classes and have intensive sessions with speech and language therapists up to three times per week. Children receive additional support from the LCSC teacher, who works collaboratively with the speech and language therapist and the class teacher to plan intervention and support strategies.

Leadership of change

- The senior leadership team are dedicated to ensuring an inclusive and nurturing environment for all children who attend the LCSC. They work collaboratively with highly motivated teachers and Speech and Language therapists to ensure that the school's vision and values are evident within everyday practice. They have built positive, trusting relationships with children, their parents and staff. The headteacher attends planning meetings for children within the LCSC, and has a key role in the successful initial placements for new children at the centre.
- Class teachers within the LCSC have a clear understanding of the bespoke phonological strategies that support progress in learning. They work in partnership with speech and language therapists to devise and implement programmes of learning and share these with class teachers. The inclusive nature of this work leads to clear improvement in language acquisition for those children with severe phonological disorders. Senior leaders, class teachers, including a teacher of the deaf and allied health professionals work collaboratively, leading to improved outcomes for children. Senior leaders protect time for professional dialogue between LCSC and mainstream teachers. They track progress to determine the level of input needed from professionals. This often decreases over time due to the success of the programmes in place.
- Staff take seriously their responsibilities for promoting the rights and entitlements of children. They are empowered to reflect on their practice and develop innovative ways to include children effectively in the mainstream classes. Senior leaders promote learning opportunities for support staff, leading to a greater understanding of the children's needs. This has an impact within the LCSC and in the mainstream school.

Learning, teaching and assessment

- Class teachers within the school take full account of the needs of the children within the LCSC. They work collaboratively with the LCSC teachers to reflect children's individualised learning plans. Children in the lower primary stages take part in regular phonics lessons within the centre. This provides an inclusive context where mainstream children can focus on targets set by their class teacher, while those with more severe phonological disorders can learn in a sociable setting and can consolidate their learning by observing this process. This tried and tested strategy is leading to improved speech for almost all learners within the LCSC. It is also leading to improvement in phonological awareness for all children who attend from the mainstream.

- The effective use of assessment leads to modifications in the personalised learning plans of all children within the LCSC. All children enjoy effective activities set by the LCSC class teacher and by the speech and language therapist that are personalised and challenging. Almost all children are improving their speech through their interaction within their mainstream classes. A few children are not yet able to sustain their planned full programme with their mainstream class, which impacts on their curriculum entitlement. However, effective interventions are in place and robust strategies for learning are leading to improvement for all children. These include one to one support and small group working. This is also leading to increased time within mainstream for all children.

Ensuring wellbeing, equality and inclusion

- Families of children within the LCSC are positive about the experiences their children have at school. Children feel safe and well cared for by staff within the centre. There is a strong sense of community at the school, which extends enthusiastically to all children attending the LCSC.
- Children and staff contribute to their 'Getting it right for me' (GIRF Me) plans and they regularly update these to show progress and revise targets across different learning context. Children willingly tell you about their targets in the mainstream class and in the LCSC.
- Children receive high quality support from specialist providers, who play a key role in improving their phonological awareness and speech. Children work on resources compiled in collaboration with speech and language and the LCSC teachers. They use these resources effectively within the mainstream and during intensive sessions within the unit. Children receive support from the speech and language service during the summer holidays and throughout the year. This provides consistent and valuable intervention, which is helping to improve speech for the children in the LCSC. In turn, this helps children access learning in mainstream environments and helps to improve their capacity to socialise generally.

Raising attainment and achievement

- Most children are working on individual targets that align with early and first levels of Curriculum for Excellence. A few are working at second level and a few at early level. Children have varying levels of comprehension. The majority of children who attend the LCSC are working in other curricular areas appropriate to their stage of development.
- Children attend the LCSC on a referral basis, often from P1. They regularly make sufficient progress with their phonological awareness and speech to return to their catchment mainstream school. Overall, children make very good progress in reading and listening and talking.

Practice worth sharing more widely

The Language and Communication Support Centre (LCSC) works with children with severe phonological disorders from across North Lanarkshire. The headteacher currently leads a multi-disciplinary team, which includes teachers, speech and language professionals and teachers of the deaf. Children experience intensive phonological therapy and teaching sessions, using a group work and one to one approach. Most children spend the majority of the school week with their peers in the mainstream class setting.

Children regularly experience a high level of success in the development of their speech and language acquisition through their attendance at the LCSC. Teachers and therapists track the progress of children's phonological awareness and use the data to plan future steps in learning. The inclusion of children in the mainstream means that children attending the LCSC experience learning in a social setting and have a diverse range of social interactions. Children enjoy attending the centre, develop wide friendship groups and make demonstrable progress. St Timothy's Primary School ethos is inclusive and welcoming and children attending the LCSC feel safe, included and are valued throughout the school community.

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.