

# Summarised inspection findings

**Sikeside Primary School and Nursery Class**

North Lanarkshire Council

25 February 2020

## Key contextual information

Sikeside Primary School and nursery class serves the area of Sikeside in Coatbridge. The primary school is non-denominational. The headteacher is also headteacher for Carnbroe Primary School. The local authority plans to amalgamate Sikeside Primary School and Carnbroe Primary School in the near future. The headteacher has been in post since January 2018.

### 1.3 Leadership of change

**satisfactory**

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 school's vision, values and aims have been agreed and shared with children, parents and partners. The school's motto of, inspire, believe and achieve reflects the values. Senior leaders are developing as an interim measure, a shared understanding of this motto as the school moves towards amalgamating with Carnbroe Primary in the near future. The headteacher and staff recognise the need to refresh the school's vision to create a strong focus on developing the school's ambition for its children. There is scope to raise further the school's expectations of children's achievements. The headteacher and staff should refresh the curriculum rationale to ensure a common understanding of its vision for the whole school community.
- The headteacher identifies the need to increase the pace of change in addressing the priorities set out in the improvement plan. The senior leadership team (SLT) should now increase the opportunities for children, parents and partners to be more involved in the school improvement process, and include children regularly in the evaluation of the school's work. Teachers undertake important leadership roles linked to the school improvement plan. They have engaged well with professional learning opportunities to improve learning and teaching across the school. They work effectively as a team to share their professional learning and expertise. Teachers have made a promising start to look beyond the school to identify and share good practice with other schools. They are committed to bringing about improvement within the school. They are becoming more confident in the use of digital technologies to enhance teaching. With support from the SLT they should continue to build whole-school approaches to learning and teaching to ensure consistency in children's progress.
- Children are involved increasingly in undertaking roles and responsibilities across the school. They are developing important leadership skills and learning to work cooperatively together. For example, they take responsibility as house captains, junior road safety officers and lead games and activities at lunch times. While children have opportunities to contribute to aspects of school life in these leadership roles, there is scope for children to develop further their leadership responsibility for school improvement, including learning and the curriculum.
- The SLT review teachers' plans and samples of children's work. They should develop further rigour in the school's monitoring and tracking of learners' progress. In doing so, they need to engage more regularly in professional dialogue with teachers to improve what and how information is gathered about children's progress. The headteacher should work together with

staff to ensure all have the highest expectations for children's attainment and achievement. Staff have made a positive start to moderating standards of children's literacy and numeracy. Expectations of what children can achieve is leading to increased confidence in teacher professional judgement of achievement of levels within Curriculum for Excellence. Teachers should continue to reflect on their improvements to assessment and moderation practices and continue to share their success with one another.

## 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

- There are caring and positive relationships across the school. The school's values of wisdom, justice, compassion and integrity support a secure and safe environment for children to learn. Staff and children place high value on maintaining positive relationships and they are always supportive of each other. Staff continue to develop children's rights through the Rights Respecting Schools programme and have restarted their pursuit of the national awards. Children work well together and their behaviour is consistently good in the class and the playground.
- Children enjoy their lessons in class and outdoors and respond positively to well-planned and organised learning experiences. Children's behaviour is of a high standard. All staff support children well through modelling positive relationships and respect for one another.
- In most lessons, the learning experiences are matched well to learners' needs. Most teachers provide clear instructions and explain tasks well. There are a few examples of strong learning and teaching practices. To build on this, staff should continue to work together to provide consistency of high quality learning experiences across the school. Teachers use differentiation well, showing good understanding of the individual needs within the multi-stage classes.
- Overall, the quality of teaching across the school is good. Staff are fully aware of the context of the school and the needs of the individual children who attend the school. Teachers share the purpose of learning with children and discuss and agree how the learning will be successful. Children are articulate and describe well their learning. Teachers use questioning effectively in most classes and children engage and interact positively with staff. There is scope, however, for children to recognise further the skills they are developing and for increased opportunity to lead both their own learning and that of others. Staff should also continue to develop further learning opportunities and activities through real-life experiences, including those which support learning in skills for learning, life and work.
- Children use digital technology well across the school. In a few classes, children 'check-in' on the interactive whiteboard and produce data on lunch choices, how they travel to school and how they are feeling. Teachers and children use whiteboards with familiarity and ease. Laptop computers and digital devices support learning effectively throughout the school in a range of curricular areas. New resources in technology support children's learning in class. These have recently been provided through the Pupil Equity Fund (PEF).
- Teachers are engaged in moderation activities with one other and have helpful links with colleagues in partner schools. They assess children's work in literacy and numeracy at various stages with colleagues in their partner schools. They are developing a shared understanding of the professional judgment of a level within Curriculum for Excellence.

- The use of the National Benchmarks continues to develop well to support teachers' professional judgements on Curriculum for Excellence levels of attainment. A variety of assessments including the Scottish National Standardised Assessments support teachers' professional judgement. Staff gather data to support learning progression in the curriculum. They now need to ensure a more consistent approach in this process to maintain an overview of school data and how this is shared. Closer identification of next steps and planning these for individual children across the school now requires to be developed further and coordinated.
- Support staff contribute positively to children's experiences in school. Senior leaders and teaching staff hold them in high regard for their level of enthusiasm and for their caring and positive support to all children. They are deployed effectively to assist individual children as well as groups and specific classes. Children who need additional support with their learning benefit from their assistance.
- Local authority curriculum pathways support teaching staff effectively to plan learning in a progressive way. Teachers produce daily plans to support learning. The current planning is supporting consistency of approach across the classes. Staff should continue to develop their planning of learning and assessment making use of the National Benchmarks linked to the experiences and outcomes of the curriculum. The planning process recognises the latest guidance and best national practice.
- Across the school, learning and assessment strategies are beginning to support children's learning. There is scope for staff to develop further children's approaches to self-assessment. Staff should continue to develop further children's participation in lesson planning and discussion of what success will look like. Increased awareness of success criteria and clear explanations can support children's input into setting targets in their own learning. The headteacher and staff should agree a framework for assessment and include this in the school's quality improvement calendar.

## 2.2 Curriculum: Learning pathways

- Senior leaders and staff plan to replace the current interim statement with a refreshed new curriculum rationale. This refreshed rationale will ensure the curriculum reflects better the school context and the aspiration of the community it serves. The school recognises the need to develop the four capacities and promote excellence and equity. Parents, staff and children are currently looking at the school's vision to reflect increased involvement and consultation with all stakeholders.
- Teachers use learning pathways based on the local authority guidance to support the planning and delivery of the experiences and outcomes in literacy and numeracy. They also use resources produced by the local authority to deliver various programmes, which promote raising attainment. The school's curriculum framework is based on Curriculum for Excellence and provides guidance for staff in planning a cohesive and relevant learning experience for all children. Staff plan to develop a new curriculum rationale. This should recognise further the context of the school and reflect its setting in the local community and wider world. Teachers are clear in their mission of the need to review continually the curriculum and should now seek examples of good practice from outwith the school, working with external partners as they move forward.
- The curriculum provides learning pathways for almost all areas of the curriculum and staff build well on children's prior learning. As pathways are further refined and reviewed, the school is encouraged to base discussion on the design principles and skills for learning, life and work as well as the experiences and outcomes.
- Staff now need to review the school's approach to interdisciplinary learning. This would be helpful in ensuring that focussed experiences are planned more robustly in order to provide a rich context for deep learning. This should reflect local, national and international themes and be linked to the school's promotion of skills for learning, life and work.

## 2.7 Partnerships: Impact on learners – parental engagement

- Overall, parents are positive about the school and support its efforts in fundraising. The school should now increase parents' involvement in supporting children's learning and build on the effective approaches to family learning developed in the nursery.
- The school has fostered positive links with community learning and development services. The links are supporting involvement of parents in their children's learning and development. This is also effective in ensuring children from the nursery make smooth transitions to the primary school. The headteacher and staff have established supportive links with other schools to encourage professional learning and development.

## 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 that need to be addressed as a matter for urgency.



### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- The SLT and staff have helped to create a positive ethos where children are supported to feel safe and secure. Almost all children are engaged well in their learning and are happy with their teachers. They are well mannered and have positive attitudes to learning and supporting one another. Overall, children are becoming active participants in the school and are eager to do their best. They are developing confidence and skills as responsible citizens. Their leadership and involvement in committees is leading to children having good understanding of road safety, mental wellbeing, sustainability and the UN Convention on the Rights of the Child (UNCRC).
- The school knows children and their families well. Staff are compassionate and caring in meeting the needs of children. They identify potential barriers to learning and implement interventions to support children in being ready to learn. Staffing levels provide generous additional support. The deployment of staff has recently been reorganised and staff in supporting roles are deployed effectively to work with small groups and individuals. They work well alongside the teaching team and provide targeted support to individuals who may require support in their learning. Staff should continue to build on their supportive approaches through the school's priority to develop nurturing principles. Senior leaders should now develop a clear overview of the needs of all children across the school and monitor their progress more rigorously. Systems and processes are not sufficiently robust to ensure the needs of all children are met well enough. Individualised learning plans provide a helpful formal record of what the school wants to achieve for children who may experience barriers to their learning. Children are included in the discussions about what they want to learn and improve. Senior leaders should review these targeted plans more regularly and involve parents more actively as partners in their child's progress.
- Children are becoming familiar with the language of wellbeing. They are developing self-awareness and understanding of feelings and emotions. They are growing in confidence in the way they articulate how they feel and the importance of being respectful. The school has successfully worked with the neighbouring school to heighten the community's awareness of road safety when entering and leaving school. Children are developing skills on keeping safe including making safe use of the internet. They make reference to the wellbeing wheels displayed in school but are not yet skilled in assessing their progress across the wellbeing indicators. This is an important next step to improve the school's approaches to wellbeing.
- Staff are aware of their roles and responsibilities to safeguard children in accordance with the education authority's policies and practices. They work well together to support one another when concerns arise. However, staff should now implement formalised procedures timeously and thoroughly to ensure chronologies and children's files are kept up-to-date and accurate. Senior leaders should ensure the school promotes equalities more actively and build on the

positive practices emerging in the nursery class. They should increase partnership working to support the promotion of equality and diversity.

- The school is inclusive in its approaches to supporting children and in recent years, no child has been excluded from school. The focus on children's rights is having a positive impact on children's understanding of one another. Classroom charters help children to take responsibilities and they enjoy the opportunities for leadership offered through committees. Some of the older children take responsibilities for leading school clubs during lunchtimes. They have a say in what clubs they would like to have opportunities to attend. The school should continue to develop systems to track the participation of children in school clubs and events to ensure no child is at risk of missing out.

## 3.2 Raising attainment and achievement

satisfactory

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

- Overall, children's attainment in literacy and numeracy is satisfactory. The school is raising attainment appropriately for the majority of children. The greatest achievement is evident at the second level of Curriculum for Excellence. There is headroom to improve attainment at the early and first levels.

### Literacy and English

- Overall, attainment in literacy is good. Children's progress is not consistent in all aspects of literacy and at all stages. At second level, children are achieving appropriately in literacy and making the expected progress.

### Listening and talking

- The majority of children are making satisfactory progress in listening and talking. The majority listen well to instructions and speak clearly about their learning. They interact well with their teachers. Across the school, a significant number of children are still learning to take turns when speaking to each other and are not yet able to extend the conversations they have with other children. At first second levels, children are articulate and present information well through assembly contributions and formal debates with their friends in partner schools. A few children's recent success in a 'Dragon's Den' event, involving another school, provided an opportunity to engage in a formal speaking event. At this event, children communicated clearly with confidence, fluency and expression.

### Reading

- Most children are making good progress in reading. At early level, children are developing effectively their knowledge of sounds, letters and patterns and building up their sight vocabulary through class activities. At first level, children read well and are aware of fluency and expression when reading aloud. They name several popular children's authors and explain why they enjoy a particular text. Children recount their favourite passages from text and discuss their reaction to that text. They are aware of genre and discuss different kinds of book and texts and identify non-fiction texts. At second level, children read well with fluency and expression when they read aloud. They comment knowledgeably on the books they are reading and identify their main features. Most children name a number of authors and their works. They can identify the genre to which they belong. Most children are aware of the available texts in their classroom and also have access to the school mobile library service, which they greatly enjoy.

### Writing

- Across the school, the majority of children are making appropriate progress in writing. At early level, children are exploring ways to convey information in imaginative and real contexts. At first level, children are writing stories, which they have planned and prepared around a number of themes. Children work well in pairs and write interesting and detailed stories in a created

context with support and structure from the teacher. At second level, the majority of children write appropriately and for different purposes. They are aware of different kinds of writing and have written persuasive letters to various people on real life context issues. The presentation of children's work is satisfactory across the school and teachers provide positive and constructive feedback to children on their writing with a degree of consistency. The school displays children's written work around the school and this is of a good standard.

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

- Attainment in numeracy and mathematics is satisfactory. The majority of children across the school are achieving expected Curriculum for Excellence levels. Teachers should continue to develop children's skills progressively and ensure pace of learning through Curriculum for Excellence levels is sufficiently brisk.

### **Number money and measurement**

- Most children at early level are making appropriate progress. They work independently to record numbers to 10. The majority are developing confidence in articulating their understanding of adding doubles and strategies to recall number patterns. They are beginning to apply mathematical language such as first, last, next and after to other aspects of learning. They sing action songs well to count to twenty. They are not yet skilled in forming written numerals. At first level, the majority of children solve addition and subtraction problems with three digit numbers. The majority of children apply strategies to simple multiplication and division calculations. They are less confident when working with four digit numbers and equivalent fractions. They are secure in identifying coins and converting pennies into pounds. The majority of children read digital times including on a twenty-four hour clock but are insufficiently skilled in estimating lengths in centimetres. At second level, most children have a sound knowledge of place value up to three decimal places. They are skilled in articulating their approaches to making calculations and solving problems. They are less confident when working with decimal fractions. They understand the risks of using bank cards to obtain cash and compare costs in real contexts. Most children know and apply the appropriate units of measure and make well-judged estimations of length in centimetres and metres. They are not yet sufficiently skilled in using scales on maps.

### **Shape position and movement**

- At early level, children recognise common 2D shapes. Children need to continue to develop mathematical language related to position and movement as they gain experiences in the numeracy and maths pathways. At first level, children name 3D objects with ease. At second level, they identify lines of symmetry and use mathematical language to describe shapes. They use compass points and draw angles accurately.

### **Information handling**

- At the early level, children are at an early stage of understanding data and use tally marks to record house points. They use digital technologies to gather scores gained in individualised software tasks. At first level, the majority of children are confident when recording the results of a fruit survey and describe data represented in a Venn diagram form. At second level, children make effective use of digital technologies including creating graphs from survey results.
- Over recent years, the data provided by the school, shows children's achievements and attainment is too variable. The small school roll impacts upon the reliability of percentages of children achieving success. Importantly the school recognises the importance of tracking children's progress. They now need to develop further tracking and monitoring of the individual progress of all children. Targeted support is identified through appropriate assessment. Interventions are implemented through professional developments in pedagogy and PEF.

There are early signs that recently introduced approaches to pedagogy in numeracy and literacy are having a positive impact on the attainment of individual children. The use of pathways for numeracy and literacy supports children's progress through Curriculum for Excellence levels.

- Children are very proud of their school and their achievements. The school's values of 'imagine, believe and achieve' are understood and clearly visible throughout the school. Children strive to do their best and are encouraged to have positive attitudes to their learning. The rewards of house points and the contribution children make to committees is giving them a growing ownership of the school. 'Respect Clouds' celebrate the successes of children through attractive displays of what they have achieved in their efforts to be helpful, polite and take responsibilities. All children are developing confidence through the range of opportunities provided by the school. An approach based on indoor soccer is helping children develop effective communications and teamwork. Children in the upper stages apply their creativity and ideas well in the context of an enterprise event. The focus on outdoor play and the improved range of play equipment allows children to apply their skills of cooperation, responsibility and support for one another during break time in the school playground.
- The school is inclusive in its practices and all staff provide effective pastoral support for children. Senior leaders now need to take a sustained focus on children's attainment to ensure all are making the best possible progress. The effectiveness of strategies such as those introduced through the use of PEF needs to be measured and bring about positive impact on the equity of success for all children.

## Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
  - Collaborative planning and delivery
  - Continuity and progression in learning.
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- The school has established an effective transition programme for all children across the school at key stages in their learning. Effective arrangements are in place to support children at the appropriate points of entry to school and at all transition stages across the school. The school takes account of individual needs of children during these planned transitions. Children who require additional support and enhanced transition programmes are identified and enabled to access a new stage of learning.
  - At nursery entry level, nursery practitioners support parents and children to prepare for the nursery experience. Parental workshops with partner input from the local community learning and development service assists parents with the issue of school readiness for their children. The session calendar offers built-in opportunities for parents and children to meet with staff. These aim to support parents and learners access the curriculum.
  - Staff members pass on detailed transition information to each other to support children as they move from stage to stage. Consultation between teachers and sharing relevant information also informs on pupil progress and supports coherence and progression.
  - As children progress to secondary school, they are supported well by strong links with the local secondary school. A yearly timetable of events includes visits from secondary staff to the primary pupils and specific events, which support transition effectively. Staff from both Sikeside Primary and Coatbridge High work well together to create effective opportunities for pupil visits, teacher visits, guidance staff involvement and passing on important information, which assist transition at this stage.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

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