

Summarised inspection findings

St Timothy's Primary School and Nursery Class

Glasgow City Council

9 June 2020

Key contextual information

St Timothy's Primary School is located in the East of Glasgow. At the primary stages 431 children learn across 17 classes. Children also benefit from the Orchard Room, nurture base. The nursery class has provision for 40/40 children. Almost all children attending the school live in an area of high unemployment, where many families face socio-economic and health challenges. Attendance is improving, but remains below the national average. The school leadership team has recently changed. The headteacher has been joined by a new deputy headteacher and principal teacher.

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 has been in post for five years. She is well supported in her work by the recently appointed deputy headteacher and principal teacher. Together, they lead a committed team of caring and motivated teachers and support staff. Staff have a shared goal to support and improve outcomes for all learners. They recently refreshed the school values. Following consultation with children, staff and parents, the values of compassion, honesty, excellence and respect were agreed. These values feature in daily conversations around the school and are embedded in the school's culture of faith and gospel. There is a strong focus on nurturing children's wellbeing and progress.
- Teachers and support staff have a very clear understanding of the social, economic and cultural context in which children and their families live. They know individual children and their families very well. They have developed strong partnerships with a range of stakeholders and agencies across the community and city. There are warm and trusting relationships across the school community. The newly established leadership team should continue to build on this to take a more strategic role in improving outcomes for children.
- Staff work well together as a team. School leaders recently reviewed their roles and remit to ensure key responsibilities and areas for improvement are distributed appropriately. This is at an early stage of implementation and is beginning to have a positive impact on school improvement priorities. In addition, this refresh has offered opportunities for all staff to reflect on their own contribution to leadership across the school. As a result, more teachers are now embarking on leadership of school initiatives and activities, for example, in leading writing and numeracy across the school. This involves attending professional learning provided by Glasgow City Council and supporting staff in the implementation of whole school approaches and programmes. Most staff are very receptive to change and improvement in a culture where they feel valued. They are confident to suggest ideas for school development and improvement. School leaders should now build on this climate to regularly engage with professional learning and research to ensure school improvement is based on effective self-evaluation.

- Staff have taken steps to increase opportunities for children to develop leadership skills, and increase their role in school improvement. This includes listening to children's ideas for improving the school building, in particular the toilets. Children appreciate the equipment that enables them to listen to music and dance in the playground. Staff should continue to develop children's leadership roles across the school and in class. They should have more opportunity to plan and lead their own learning. Most parents are supportive of the work of the school. The headteacher recognises the need to support parent groups to have a better understanding of school improvement, and involve them more in this aspect of school life. Parents would benefit from learning about their role in the wider Parent Council. Parents are very supportive of school fundraising activities, and enjoy finding out about their children's learning. As the school continues its improvement agenda, they should ensure children, parents and partners are active participants. For example, involving them in developing the curriculum to ensure children enjoy progression, depth and relevance across all curriculum areas.
- Staff enjoy working in collaboration with schools across the local cluster and community. This has included a focus on the moderation of standards in achieving a level. As staff continue to develop their skills in planning and assessment, they would benefit from a deeper understanding of the moderation cycle.
- The leadership team is now well placed to lead staff in improving learning outcomes for children. They need to take a more strategic role in managing school improvement priorities and a more rigorous approach to monitoring and self-evaluation. As identified by local authority officers, the leadership team and teachers would benefit from support to develop whole school approaches to gathering, analysing and using data effectively. Whilst school leaders know individual children and their circumstances very well, they need to have more formal and rigorous approaches to monitoring and tracking the needs, attendance, progress, attainment and achievements of individuals, and various cohorts over time. To support improvement for all learners they need to have clear strategies to evaluate the quality of learning and teaching and evidence of the impact of selected interventions. This includes measuring the impact of strategies supported by Pupil Equity Funding (PEF).

2.3 Learning, teaching and assessment

satisfactory

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

- Senior leaders and staff work together to create a safe and supported learning environment. The school has an inclusive and caring ethos where relationships between staff and children are positive, warm and encouraging. Most children are confident, articulate and respectful and enjoy being members of the St Timothy's Primary School community. They are proud of their school. Work has begun on raising the children's awareness of their rights through class charters, assemblies and a calendar for focussing on rights and values.
- Children are happy in school and most are keen to learn. They engage well with a range of learning activities, working cooperatively with others. Most children behave well in class and around the school.
- In most lessons, teachers share the purpose of learning and what is expected of children. In the best examples, targets for success are co-constructed and differentiated with children. Teachers need to ensure that tasks and activities are well matched to children's needs and interests. In most classes, there is a need to ensure best use of learning and teaching time.
- A range of digital resources such as interactive whiteboards and tablets are used to enhance learning and teaching in most classes across the school. Most children are confident in using digital technology to support their learning. Children use search engines, record their learning digitally and access a variety of applications well.
- Children's views are sought regularly through the pupil participation committee with representation from children in P1 to P7. Children speak positively about being involved in these committees and provide examples of their impact in both the school and the wider community. For example, the rights respecting committee contributed to the local foodbank.
- Most teachers provide explanations and instructions which are clear and effective. In the majority of lessons children have opportunities to work together in pairs and small groups to talk about their thinking and share strategies. Across most classes, teachers are developing questioning skills. In the best examples, teachers ask questions that probe children's thinking, encourage fuller response and require children to justify their answers. Teachers should learn from this good practice and build upon it to ensure consistency in approach and develop depth of learning for children.
- Most children have opportunities to engage in both self- and peer- assessment. Learners are able to give feedback to their peers on their learning and suggest ways in which they can improve. Most teachers provide appropriate feedback to children to help them focus on next steps in learning.

- At the early level, teachers develop children’s learning through structured and free play. By undertaking observations of learning and robust evaluations, teachers should develop this approach further and ensure progression and challenge for all learners. Teachers would benefit from continued professional learning to enhance further their understanding of learning through play.
- Children across the school would benefit from a brisker pace and more challenge in their learning. Too many lessons are teacher led and across the curriculum, children spend too much time on simple worksheet completion. This narrows the children’s learning experience. Children would benefit from having more opportunity to lead their own learning. Teachers should further develop learning opportunities and activities through real-life experiences, outdoor learning and creative teaching approaches in order to meet fully the needs and interests of all learners.
- The quality of teaching across the school is not yet of a consistently high enough standard. To improve children’s experiences, senior leaders and staff should develop a shared understanding of agreed approaches to learning and teaching in St Timothy’s.
- The school uses a range of formative and summative assessments, as well as the Scottish National Standardised Assessments, to gather evidence of progress of learning. Assessment evidence should be used more effectively to differentiate direct teaching and activities to ensure children are being sufficiently supported and challenged. The school team would benefit from support in understanding and making use of data. Senior leaders and teachers should continue to gather, analyse and interpret a wide range of data to support them more effectively to improve outcomes for all children.
- The recently drafted St Timothy’s Primary School Assessment and Tracking ‘jigsaw’ details a variety of assessment and tracking approaches. Staff should now engage more effectively with all aspects of the moderation cycle. This should help to develop more consistency and rigour in monitoring, tracking and assessment.
- Staff are enthusiastic about working collaboratively with colleagues within and beyond the school. Senior leaders and teachers are committed to planning learning activities and assessments collegiately. Staff should now engage more with the National Benchmarks to support the development of meaningful high quality assessments. This is needed across all curricular areas, to provide learners with opportunities to demonstrate breadth, depth and application of learning.
- Teachers use medium and short-term planning tools, and curriculum progression pathways to support their planning of children’s learning in literacy and numeracy. Steps have been taken to reduce bureaucracy, and teachers report that planning is more manageable. Teachers should continue to refine and develop these processes to ensure they plan across all areas of the curriculum and carry out evaluations of children’s progress. This should then be used to inform next steps in children’s learning. The planning process needs to have a clearer focus on meeting the needs of groups and individuals. Children should be more involved in planning aspects of their interdisciplinary learning.
- Tracking and monitoring procedures are in place which capture the progress of all learners in literacy, numeracy and health and wellbeing. As planned, senior leaders should develop further these processes to ensure they can track and scrutinise children’s progress and attainment more effectively. The senior leadership team meets teachers on a termly basis to provide feedback on planning, and to discuss children’s attainment. Senior leaders should now ensure that there are clear links between these attainment meetings and planning next steps in learning.

- The school is well placed to build on the strengths in learning and teaching in a few classes across the school. Senior leaders recognise that improvements in the quality of learning, teaching and assessment will support the school in improving outcomes for all children.

2.2 Curriculum: Learning pathways

- Staff are developing an understanding of the need to ensure children experience progression, relevance, breadth, depth and challenge in their learning. Children are not yet accessing all areas of the curriculum on a regular basis, or in a progressive way. Senior leaders and teachers should take steps to ensure all children receive their full entitlement to a broad general education. The newly developed curriculum rationale recognises aspects of the unique context of the school. Staff should continue to develop a high quality curriculum that supports children to develop skills and knowledge as citizens of Glasgow and Scotland.
- Teachers use progression pathways for numeracy and mathematics, literacy and physical education (PE). These take account of Curriculum for Excellence (CfE) experiences and outcomes. They are not yet using progression pathways for other curriculum areas. As a priority, senior leaders and teachers need to develop clear guidance and expectations for children's progress across all curriculum areas, aligned to standards outlined in National Benchmarks. They should ensure planned learning builds on children's prior learning and supports progression for all children. Senior leaders need to support teachers to develop a shared understanding of high quality interdisciplinary learning.
- Children at all levels are developing a range of skills in digital technology. Most children use digital technology effectively to support their own learning in class. Almost all children at early level make very good use of tablet photography to record aspects of their learning. Teachers and children use these records well to reflect on the learning. As the introduction of digital tools continues across the school, teachers recognise the need to offer progression in developing digital literacy.
- Teachers are beginning to develop opportunities for children to learn outdoors. As they continue to develop the unique school curriculum, staff should ensure all children have regular opportunities for outdoor learning experiences across the curriculum.
- Almost all children who have moved to St Timothy's believe that they have been well supported. The internal 'Jump Up' transition arrangements are positively evaluated by children and staff. Links with local early years establishments and St Timothy's Nursery Class ensure that important information is shared timeously and that additional visits are facilitated as required. Almost all children who join the school settle well and teachers make effective use of transition information to meet children's initial needs.
- A few children talk about the world of work. The school is at the very early stages of developing an approach to ensuring children develop skills for learning, life and work. Senior leaders and teachers should make use of local and national guidance, including the Career Education Standard (3-18) to access a progressive skills framework.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents report their child enjoys being at St Timothy's Primary School. They recognise the very nurturing ethos and supportive relationships between staff and children. Staff keep parents fully informed of the work of the school via regular school and class newsletters, the school website and social media. The Parent Council supports the work of the school well through fundraising and organising events and activities. Senior leaders and the Parent Council should continue to work together to engage all parents in contributing their views to school improvement and wider aspects of school life.
- The school offers a few opportunities for children to share their learning in school with their parents. Senior leaders should endeavour to ensure all parents can engage with these events. A significant number of parents welcome more regular feedback about how their child is learning and developing.
- Teachers provide useful opportunities for parents to develop their knowledge and skills to support their children, for example, how to keep safe online. The headteacher has identified the need to continue to develop strategies to support parents to engage more effectively with their children's learning. Engagement with a few parents of children at the early stages, is having a positive impact on parent confidence to support their children in reading. Staff should build on this approach to engage more parents in supporting raising children's attainment.

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 of urgency.

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

- There is a very supportive and nurturing ethos at St Timothy's. The Gospel values and the United Nations Convention on the Rights of the Child (UNCRC) are central to the school's vision, values and aims. Almost all children at St Timothy's feel safe. They are confident and show respect for themselves, for others and for their school community. Most parents agree that staff know their child well. They value the contribution staff make to developing their child's self-esteem and emotional wellbeing. As a result of this, relationships across the school are very positive.
- Staff at St Timothy's are very knowledgeable about the children, their families and the local community. They identify potential barriers to learning and help to remove or reduce them by providing targeted support. Examples include the provision of art workshops, and a programme to help children manage feelings associated with bereavement or loss. Children can also use the 'Ocean Calm', designated relaxation area. Children who have accessed these supports are able to articulate the positive impact of these strategies on their wellbeing. The school's work around wellbeing is effectively supported and informed by a range of partner agencies. The majority of children who are at risk of not achieving are making good progress with their learning.
- Children evaluate and report on their own emotional or physical wellbeing through the use of daily 'check ins'. Almost all staff are responsive to this and provide support as appropriate. Almost all children feel that adults in school help them to address concerns. Children have access to individual support at any time during the school day. Across the school, children are at the very early stages of exploring and evaluating the full range of factors which influence wellbeing. Most children are able to identify a few aspects of general wellbeing. Staff are well placed to support children to develop an awareness and understanding of the wellbeing indicators.
- Key duties of the The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being met however the current arrangement for lunch payments does not provide anonymity for those children entitled to a free school meal.
- Children who are identified as requiring additional pastoral support have a nominated member of the senior leadership team as a main point of contact. This has led to effective working relationships built on trust, respect and regular communication.
- Staff are making a good start to raising children's awareness of UNCRC through the revised vision, values and aims, the introduction of class charters and focused assemblies. Children and staff welcome the newly developed rights based and restorative approach to promoting positive behaviour and relationships. Almost all children are now able to describe a few of their rights and explain why these are important. To support further development in this area,

staff should now reflect on the school's approach to promoting positive behaviour and relationships. This should align closely with national guidance and other routine practices within the school. For example to evaluate the purpose and use of reflection time at the end of each week.

- Across the school, almost all staff exemplify their knowledge and understanding of nurturing principles in their interactions with all children. They model patience, empathy and kindness and recognise all behaviour as a form of communication. This contributes to a calm, settled learning environment for most learners. However, the majority of children do not have an awareness of the factors that may influence behaviour. Staff should now help children to be better informed about how behaviour can be used to communicate a range of emotions in different contexts.
- Children with identified social and emotional needs are well supported through access to the 'Orchard Room', which offers high quality nurture provision within the school. Staff, children and parents work collaboratively to agree on individual and group targets which are clearly defined, measurable and appropriate. All children who are supported in the 'Orchard Room' know their personal wellbeing targets and take ownership of these. They understand the steps they need to take to improve. All children who are supported by this resource make good progress in their social and emotional skill development.
- Professional learning facilitated by colleagues, the local authority and partners has led to increased staff awareness and confidence about health and wellbeing issues. Topics include online safety, substance misuse and nurturing approaches. As a result, staff are increasingly able to provide appropriate support for children and families.
- The school is proactive in addressing potentially challenging personal or social circumstances to ensure equal access to the curriculum for all children. Curricular trips, additional activities and equipment are provided at no cost to families and staff closely monitor uptake of opportunities. Staff are able to identify and evidence the progress made by individual children as a result of the school's approaches to inclusion and equality. Attendance and late-coming are monitored and the senior leadership team work with families to address concerns in this area. The average attendance across the school has improved. The majority of children have satisfactory attendance. Senior leaders need to ensure that all children have their full entitlement to education.
- Children at St Timothy's are offered a wide range of opportunities to be physically active. School staff and partners lead after school clubs, active break times and daily physical activity. Early morning and lunchtime clubs are available for those who cannot attend after school. All children receive their entitlement to two hours of quality PE and are being supported to develop their skills across this area of the curriculum. Almost all children are therefore active and encouraged to lead a healthy lifestyle. Staff should now consider giving the children more opportunities to influence the types of clubs that are provided and encourage senior pupils to take on leadership roles within this context.

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 English and numeracy and mathematics is satisfactory.
- Data provided by the school for session 2018/19 shows that most children at early level achieved expected CfE levels in literacy and English and numeracy and mathematics. The majority of children at first and second level achieved expected CfE levels. Teachers' professional judgements for achievement of a level in literacy and numeracy is generally accurate. They should ensure they use assessment information more effectively to plan and track children's progress. Children now need to develop a clear understanding of their own progress in learning and their next steps.

Literacy and English

- Overall, attainment in literacy is satisfactory. The majority of children are making expected progress.

Listening and talking

- Attainment in listening and talking is good. At early level, most children recount experiences and events appropriately for different purposes. They are beginning to attempt to take turns when listening and talking. At first level, most children listen and respond appropriately to others. They are beginning to make relevant notes and use these to create new texts. At second level, most children contribute well a number of relevant ideas, information and opinions when engaging with others. They use suitable vocabulary for purpose and audience. At this stage, children should continue to build more on the contributions of others. Across the school, children need to develop skills in using a range of questioning to support and extend their learning.

Reading

- Attainment in reading is satisfactory. At early level, most children use knowledge of sounds, letters and patterns to read words. They are beginning to relate information and ideas from a text to their own experiences. At first level, the majority of children read with fluency. They need to develop their understanding of different types of punctuation and how this supports reading with expression. The majority of children explain a preference for a particular author. They are less confident in discussing the features of a range of genre. At second level, the majority of children explain with supporting detail why they choose a text or author and recognise techniques used to influence the reader. They should continue to develop their understanding of a range of reading strategies available to support their understanding of different texts.

Writing

- Attainment in writing is satisfactory. At early level, the majority of children form most lower case letters legibly. A few children are beginning to write a sentence using appropriate punctuation. At first level, the majority of children write independently and create a variety of texts for different purposes. They need to develop their use of different sentence starters and appropriate punctuation to help engage the reader. At second level, the majority of children use paragraphs well to separate ideas and thoughts and make appropriate choices about layout and presentation. At this stage, children need to increase the length of their writing to ensure they include all relevant ideas, knowledge and information.

Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory. The majority of children are making expected progress.

Number money and measure

- At early level, most children count and order numbers within 20 and continue simple patterns. They measure a range of familiar objects well using appropriate non-standard units. At first level, the majority of children can identify the value of digits within three digit numbers and demonstrate an understanding of zero as a placeholder. They are less confident in explaining the role of the denominator and numerator in fractions and comparing the size of different fractions. At second level, the majority of children apply their knowledge of rounding to give an estimate to a calculation. They use their knowledge of equivalent forms of common fractions, decimals and percentages to solve problems linked with money. They should continue to develop the correct order of operations when solving multi-step problems.

Shape, position and movement

- At early level, most children identify and sort common two-dimensional shapes. At first level, the majority of children name common three-dimensional objects and make links to these in real life. They are less confident in describing the properties of these shapes using appropriate mathematical language. At second level, the majority of children need to apply their knowledge of shape to demonstrate an understanding of the relationships between these and their nets.

Information handling

- At early level, most children use knowledge of different properties to match and sort items in different ways. They are beginning to ask simple questions to collect data for a specific purpose. At first level, children are not yet confident in using a range of ways to display and interpret data including the use of digital technologies. At second level, the majority of children collect, organise and display data accurately in a variety of ways. They are less confident in identifying and describing the most appropriate way to display data for a given task.

Attainment over time

- Most children are making satisfactory progress over time, with a few children making good progress in literacy and numeracy. Teachers are beginning to develop their confidence in using a range of assessment information to support professional judgements on children's progress. Senior leaders and teachers meet termly with teachers to discuss children's progress. They identify a range of interventions to support identified areas of children's learning. There are early signs of these interventions having a positive impact on the attainment of individual children. Senior leaders should continue to develop strategic approaches to robustly track and monitor children's progress. This should continue to support improvement of children's attainment over time.

Overall quality of learners' achievements

- Most children across the school access a wide range of achievements through active schools festivals, lunchtime and after school clubs organised across the school year. Staff recognise

and celebrate children's achievements out of school through displays, the use of social media and at assemblies. The headteacher records children's wider achievements to ensure all children have opportunities and do not miss out. She tracks and monitors participation in both in-school achievements and out of school clubs to identify children at risk of missing out. Senior leaders use this information well to target and encourage children to participate in more activities. Children across the school engage in a range of opportunities to support their developing leadership skills. These include eco warriors, the pupil participation council, health ambassadors and rights respecting group. All children in P7 are developing confidence, resilience and self-esteem through the school's participation in the John Muir award.

Equity for all learners

- Staff demonstrate a clear understanding of the varied barriers children have to learning and provide interventions to address individual children's needs. These focus on raising attainment, improving attendance and increasing participation and engagement. Senior leaders should now ensure that they measure robustly the impact of interventions on identified children's progress, attainment and achievement. A significant minority of children who face socio-economic challenge in their lives have poor attendance at school. This needs addressed promptly. Staff support families to ensure all children access excursions, activities and events. They recently identified barriers to children's participation in the P7 residential experience. This has led to changes in the way children engage in the activities to ensure all children participate and develop a range of teamwork skills. The headteacher uses PEF to develop strategies to reduce barriers to learning. Teachers and senior leaders identified a clear gap in attainment between boys and girls. They use a variety of new resources to improve boys engagement in reading. In addition, the headteacher has employed an additional teacher to support targeted interventions in literacy and numeracy for children at key stages across the school. It is too early to demonstrate the impact of these interventions on children's attainment.

School Empowerment

- Empowering teachers and practitioners – a nurturing school.
- The school is committed to improving the wellbeing of all children. They have a shared goal to ensure all children and their families are welcome in school. Staff have engaged in professional learning to support them develop a nurturing school. Children and staff are respected and valued in a caring environment. A nurture base in school offers enhanced provision for children who most need it. Staff are clear that striving to be a nurturing school is central to improving outcomes for children.

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.