

Summarised inspection findings

St Cadoc's Primary School

South Lanarkshire Council

1 November 2022

Key contextual information

St Cadoc's Primary School is a denominational school in Cambuslang, South Lanarkshire. The school roll is 141. Significant staff absence occurred during session 2021/22. While schools were open in 2020/21, there was 0.2% COVID-19 sickness or isolation with provision for home learning, which is lower than the national average. While schools were open in 2020/21, there was 1.4% COVID-19 sickness or isolation without provision for home learning, which is higher than the national average. While schools were closed in 2020/21 there was 85.2% attendance of home learning, which is approximately 14% below the national average. The headteacher has been in post for six years. 48% of children live within SIMD 1 and 2.

The school is one of SLC's Literacy Hubs.

The school has engaged with Nil by Mouth and are recognised as a Champion for Change. The school receives significant Pupil Equity Funding.

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

- Relationships across the school between all adults and children are very positive and caring. Children show high levels of respect to staff, their peers and the school environment. Staff's behaviours embody the schools vision, values and aims very well. This supports children to learn in a calm, purposeful learning environment. Children interact very well and often support each other in their learning.
- Teachers use a range of approaches well to differentiate children's learning according to each individual child's needs. Children often work in groups or individually working towards targets appropriate to their prior learning. This supports most children to engage well in their learning, which is sufficiently challenging. A few children would benefit from experiencing learning with increased levels of challenge. Teachers use questioning well to support children to make progress.
- Teachers make good use of the school campus to deliver learning which is interesting and motivating. This includes making good use of open spaces and digital resources to capture children's interest. This results in children being eager to learn and engaging well in their learning in most lessons.
- Most children have significant opportunities in the school to express their views and develop their leadership skills. They take on a range of leadership roles, including junior road safety officers, members of the pupil council and acting as mentors to younger children in the school. In many instances children have requested the creation of these roles. Teachers should build on this strong work to support children to lead their own learning and become more independent learners.

- Staff collectively across the school have a highly developed knowledge of each child and their unique needs. Staff share this knowledge with each other regularly. This ensures that all staff understand each child well and can intervene effectively when children find situations difficult or challenging. Teachers use this knowledge further to include identifying how well children are progressing in each lesson.
- Teachers provide children with helpful written and verbal feedback on their classwork. This supports children well to identify how successfully they have undertaken a task. Teachers should now develop further their use of feedback to support children to understand better the skills they are developing. Increasing references to identifying next steps in learning would be helpful.
- At P1, children benefit from learning in indoor and outdoor environments which support effective learning and teaching through play. Almost all children at P1 engage well with a balance of teacher and child-led learning through play activities across the curriculum. Teachers match these experiences effectively to children's age and stage of development. Most children extend their learning in their play effectively. For example, a group of children were using jungle animals to reinforce their sorting, matching and counting skills.
- Senior leaders are engaging well with professional learning on how children learn through play. They share their learning with class teachers to support their knowledge and understanding of the principles of Realising the Ambition: Being Me.
- The school's detailed assessment framework ensures a whole school approach to the assessment of literacy, numeracy and health and wellbeing. This supports teachers effectively to know how well children are progressing in their learning. Teachers should now develop this framework further to include the assessment of other curricular areas. This should include planning for assessment within a range of learning contexts.
- Teachers use a variety of assessments effectively to inform staff about children's progress, attainment and next steps in learning. Teachers identify children requiring additional support well, which supports them to deploy effective interventions. This is leading to children making improved progress in their learning. Teachers track children's wellbeing effectively. This ensures they have a good knowledge of each child. This supports them to deliver learning, which supports children's wellbeing.
- The headteacher discusses literacy, numeracy and health and wellbeing assessment evidence with teachers. They evidence this at regular attainment meetings. These meetings support ongoing professional dialogue with teachers to discuss individual children's progress. This approach should now be developed to include tracking children's progress in other areas of the curriculum. Robust systems for tracking and monitoring are used effectively to secure improved outcomes for all learners.
- Moderation of writing across all stages supports teacher's professional judgement well. Teachers should continue with plans to re-establish moderation in numeracy and reading, which was interrupted during the pandemic. Including within the schools wider learning community and in other areas of the curriculum.
- The school has robust data, including from prior to the pandemic, to illustrate the progressive attainment of children across literacy, numeracy and health and wellbeing. This data is used well to evaluate the effectiveness of interventions deployed to improve outcomes for all learners.

2.1 Safeguarding and child protection

- 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. At the time of the inspection, there were no identified areas for development.

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

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

Attainment in literacy and numeracy

- Most children at all stages are achieving expected Curriculum for Excellence (CfE) levels in reading, and talking and listening. The majority of children are achieving expected levels in writing and numeracy. Staff have identified raising attainment in writing and numeracy as priority areas for improvement this academic session.

Literacy and English

Listening and talking

- Overall, most children are making good progress in listening and talking. Most children working at early level follow simple instructions successfully. They take turns appropriately when listening and talking in small groups but are less able to do so well in whole class situations. Most children at first level, listen and respond to the ideas of others respectfully. A few children are less confident in speaking audibly and clearly with adults they don't know. Most children at second level express their opinions effectively. They welcome the wide range of opportunities in school to develop their talking and listening skills, such as solo talks and presentations.

Reading

- Most children are making good progress in reading across the school. Most children working at early level are beginning to hear and say the different sounds made by letters. Most children working at first level are able to answer literal and inferential questions about a text. They read aloud fluently and are using their knowledge of spelling rules to help them to read unfamiliar words. Most children at first and second level can explain their choice of favourite author. Children at first and second level should continue to build their skills in using expression when reading aloud. Children across stages welcome opportunities to access a wide range of fiction and non-fiction texts from the school and class libraries.

Writing

- The majority of children are making progress in writing. Almost all children working at early level develop their mark making and writing skills effectively in a range of play experiences. They are beginning to form a few lowercase letters legibly. The majority of children at first and second level write for a range of purposes. They are using paragraphs to separate their thoughts and ideas. The majority of children working at second level write to describe personal experiences effectively. Children at first level and second level are not yet using a wide range of punctuation effectively appropriate to their age and stage.

Attainment in numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory. The majority of children are making good progress. Children's attainment would benefit from increased opportunities for children to develop and apply their learning in real life contexts.

Number, money, measure

- At early level, most children are working well with numbers to 20. At first level, the majority of children can perform a range of calculations, including additions using three digit numbers. At second level, children are confident identifying numbers with two decimal places on a number line.

Shape, position, movement

- At early level, most children are developing their skills in identifying and naming simple shapes. At first level most children can identify a range of 2D shapes and 3D objects. At second level, the majority of children are developing their skills in naming types of angles and in using co-ordinates.

Information handling

- At early level, most children can arrange and sort objects, such as toys, by size or colour. Most children at first level are able to use tally tables and bar graphs to collate and present data. Children at second level are confident in the use of probability to predict the likelihood of an event.

Attainment over time

- Attainment data shows that following periods of national lockdown attainment in literacy and English and numeracy and mathematics declined at all stages. Following the return to school, staff deployed a range of interventions, including focussed group work, targeting any identified gaps in children's learning. Senior leaders and staff are beginning to evidence improvements in attainment in literacy and English and numeracy and mathematics for most children since pandemic mitigations were lifted. Teachers use a range of assessment strategies successfully to help them make accurate professional judgements about children's progress. They check regularly children's progress in literacy and English and numeracy and mathematics. Senior leaders and teachers use data effectively to identify appropriate interventions to help children who are not achieving expected levels to make progress. It is still too early in the school year to identify the impact of these interventions.
- Senior leaders and teachers now need to develop processes to assess children's attainment across the curriculum. This will help them to check how well children are progressing in their learning across the curriculum.

Overall quality of learners' achievement

- Most children across all stages access wider achievements through a broad range of groups and clubs, such as football and construction clubs. Staff recognise and celebrate children's achievements within and out of school effectively through displays, the use of social media and at assemblies. Senior leaders track children's participation successfully in both school clubs and out of school activities. They use this information effectively to identify children at risk of missing out and to encourage them to participate in more activities. Staff now need to help children to understand better the skills they are developing when participating in all of their activities. This will support children to understand better how well they are progressing in their learning.
- All children are developing their leadership skills through participation in pupil leadership groups, such as the Eco committee and pupil council.

Equity for all learners

- All staff demonstrate a clear understanding of the potential barriers to learning, which children attending the school may experience. Teachers and senior leaders use data effectively to monitor the gap in the attainment between those children most affected by deprivation and

their peers. They deploy a range of interventions to help all children to attain and make good progress in their learning. This is helping those children facing most barriers to learning to make very good progress in literacy and English and numeracy and mathematics. Prior to the lockdown phase in March 2020 the attainment of those children most affected by deprivation was equal to, or better, than those least affected.

- Pupil Equity Funding provides additional staffing. Support and teaching staff offer targeted support for identified children. This includes, in class learning experiences and additional support with literacy and numeracy. These interventions are proving successful.
- Children in the 'participatory budgeting' group consulted all children and parents to identify a range of ways to reduce the cost of the school day. Staff and children have developed a range of strategies to ensure all families and children have equal access to a range of interventions to ensure no one is excluded on the grounds of cost. For example, all children have access to a healthy daily snack, a clean uniform swap and sports kit if required.

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.