

Summarised inspection findings

St Monica's Primary School

Glasgow City Council

19 November 2024

Key contextual information

St Monica's Primary School is a denominational school situated on the southside of Glasgow. It serves the areas of Pollok and Crookston. At the time of inspection, the school roll was 390 children across 14 classes. The headteacher is well-established in the school community and has been in post for 10 years. She is supported by one full-time and one part-time deputy headteacher. There are two principal teachers and one acting principal teacher. Just under half of the school roll live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Just over a third of children receive additional support and 17% of children have English as an additional language. A third of children are in receipt of free school meals.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Led very ably by the headteacher and senior leaders, all staff work very well together to sustain a highly-positive ethos across the school. Senior leaders consulted children, staff and parents in shaping the school's values of 'love, respect, faith, honesty and positivity'. The values align very well with the Charter for Catholic Schools Scotland and celebrate a culture of inclusion, nurture and diversity. Staff use the values regularly to help children understand their relevance to daily life. Children demonstrate the values in their interactions and support for their peers. Staff align with the learning community's vision of 'we love, we teach, we care'. They consider children's holistic needs very well, ensuring children are at the heart of their work.
- Parents and children have a high level of respect for the headteacher and staff. Parents talk confidently about the care and support provided by staff to their children and family. All staff have a strong understanding of the social, economic and cultural context of the school and talk knowledgeably about the needs of all children, including those who require additional support.
- Senior leaders responded promptly to the significant changes to staffing. They use evidence-based research and data from quality assurance visits very well to make systematic improvements to practice and curriculum delivery. This focus has improved the consistency of teachers' practice. In consultation with staff, senior leaders plan coherent professional learning to develop staff skills. This includes educational research, educational texts and quality training opportunities. Teachers engaged positively with professional learning on questioning and feedback. Now all teachers plan open-ended questions in almost all lessons. This facilitates high-quality dialogue between children and staff very well.
- Staff agree key improvement priorities based on sound and robust evidence. They use information gathered from classroom observations, pupil focus groups, children's work, attainment data and parent feedback. They welcome colleagues from the local authority to carry out improvement visits and use the valuable feedback to refine further school improvement activities. Staff are focusing rightly on improving the pace of learning. They work with colleagues across the West Partnership, use local authority training and learning

community trios to improve children's experiences and attainment in writing. Teachers are improving their ability to plan learning at the right level of difficulty for children in literacy and numeracy. A few teachers show consistent practice in this area and are well placed to share their approach across the team. This should support all teachers to plan learning at the right level of difficulty across the curriculum for all children. In particular, teachers need to plan more consistently for children who require additional challenge.

- Staff have a highly-collegiate approach to school improvement. They are empowered by senior leaders to identify and lead programmes of change. Staff value the expertise of colleagues, share practice and enjoy trusted relationships with each other. This supports staff to have a shared vision and understanding of the rationale for change. Staff's commitment to distributed leadership has had a very positive impact on school improvement and the ethos across the school. Almost all teachers seek leadership opportunities. This includes leading improvements to pedagogy and facilitating children's leadership groups. Teachers share professional learning and offer mentoring and peer teaching opportunities. This helps colleagues develop the confidence and skills to deliver agreed approaches as part of their daily teaching. Their focus on improving the quality of the teaching of religious education (RE) last session has resulted in children experiencing high-quality learning in this area. In addition, teachers think carefully about how to value and support the dignity of all children. They plan very effectively ways for children to honour their own beliefs and faiths through the RE programme of learning.
- Senior leaders and staff place a high regard on the views of children. This aspect of the staff's work is a major strength of the school. They support leadership groups very effectively, ensuring children are active participants of the improvement journey. Pupil leaders, agents for change, gathered the views of their peers to evaluate the quality of learning experiences. They provided direct feedback to teachers who commendably used this information purposefully to review their practice and develop engaging and open-ended learning through 'expeditions'. Children, parents and staff are highly-enthusiastic about this approach to learning where children demonstrate leadership skills, make decisions and apply their learning in different contexts. Teachers could use this approach more widely to continue to extend, deepen and provide increased challenge for children's learning in literacy and numeracy.
- Staff demonstrate a shared understanding of improvement priorities and take ownership of these changes. Staff, working with the children who are digital explorers, have developed a highly-effective strategic plan to embed digital technology across the curriculum. As a result, children and staff are highly literate in the use of software, digital applications and devices. Digital explorers provide high-quality support to staff and their peers by modelling new digital approaches. In addition, they shared this strong approach across the learning community. Staff support digital explorers very well to use feedback, surveys and discussions with their peers to create action plans and evaluate the impact of their work. Children are central to the decision-making process with their views and experiences a key driver for change.
- The headteacher consulted parents and children to develop a long-term equity plan through the use of Pupil Equity Funding (PEF). She shares plans annually and welcomes feedback. Moving forward, the headteacher should continue to involve parents and children more fully in planning the how PEF will be used to close attainment gaps.

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

- All staff work very well together to develop and sustain a positive, nurturing and welcoming ethos across the school. In all classes, relationships between children and adults and children and their peers are highly-positive. Staff have a strong understanding of the importance of relationships on behaviour. Teachers have developed consistent approaches to routines and learning environments. Senior leaders deploy skilled support staff to provide bespoke support for children who require additional support with their learning. As a result, children learn in settled, purposeful and calm environments. Children have a clear understanding of classroom expectations which is supported by smooth and predictable transitions throughout the day. All staff care deeply about the children in their care and ensure the school values are central to their practice. Almost all children feel safe with their trusted adults and children's wellbeing thrives as a result.
- All teachers work effectively together to improve children's learning experiences. They created a learning and teaching strategy which provides helpful guidance on the structure of lessons. They use effectively curricular guidance from the local authority to have clear expectations of what a good lesson looks like. These valuable tools help teachers develop consistency in their practice. In almost all lessons, teachers implement agreed strategies effectively, such as sharing the purpose of learning. This results in most children having a clear understanding of key learning points. Most teachers refer to vocabulary, key skills and steps to success throughout lessons. This effective approach supports children to understand how to be successful and take increasing responsibility for their learning.
- In most lessons, teachers plan brisk lesson introductions. This allows space and time for children to complete tasks independently whilst teachers deliver short bursts of direct teaching to individuals and groups. In almost all lessons, teachers provide clear explanations and instructions. They engage children in quality discussions using subject specific terminology to develop children's vocabulary effectively. They build upon prior learning and make links where appropriate to real-life contexts. This helps children understand the relevance of their learning. In almost all lessons, teachers ask open-ended questions and provide time for children to justify their response. This approach helps children explain their thinking to deepen and extend their learning. However, teachers' use of whole class teaching means learning is not always planned at the right level of difficulty for a minority of children. This affects the pace of children's learning and their engagement in class discussion.
- Teachers provide well-organised learning environments where children access resources freely to support their learning. Teachers use task boards well to support children to develop independence when learning. Where appropriate, staff use symbols, learning aids and assistive technology effectively, such as voice notes, to support children. In most lessons, teachers plan well a range of opportunities for children to work with an adult, independently and in groups. As a result, most children are consistently motivated and engaged in their

learning. Teachers plan 'expedition' sessions which provide children with opportunities to lead their learning, make choices and challenge themselves further. In a minority of lessons, teachers plan tasks that match very well to children's individual learning needs. They plan their time effectively to provide high-quality direct teaching to groups of children to extend their learning further. Senior leaders should support teachers to share this practice across the school. This could support all children to receive consistently high-quality and challenging learning experiences and increase the pace of learning for a significant minority of children. To extend children's skills further, teachers should plan more regular opportunities for children to demonstrate their learning across the curriculum.

- Teachers at the early stages are developing the use of play to support children's learning. They engage in quality professional learning, use national practice guidance and make changes to the environment to provide opportunities for children to play daily. Teachers and support staff create well-considered activities that allow children to develop their fine motor skills and to mark make. Teachers use technology very effectively to capture children's learning and voice. Most children sustain well their engagement in class activities and practise communication skills in larger groups. They negotiate and share resources independently. A next step would be for teachers to review the balance of adult-directed and child-led learning to ensure all children receive consistently high-quality direct teaching for literacy and numeracy.
- Teachers have developed highly-effective approaches to the use of digital technologies. They plan for and use a wide range of digital applications, software and devices very effectively to enhance learning and teaching. Children show a high-level of digital literacy and make choices about which applications and software they will use to display their learning. Teachers use technology skilfully to provide engaging learning experiences. For example, a few teachers review children's learning and provide verbal feedback through voice notes. Children, who require it, use assistive technologies seamlessly to access learning across the curriculum. This supports all children to engage in their learning confidently and successfully.
- Staff use a well-established school assessment calendar which sets out clearly the range of assessments staff carry out in literacy, numeracy and health and wellbeing. This includes a good balance of formative, summative and standardised assessments. Almost all teachers use a range of formative assessment strategies effectively to check children's understanding. At all stages, teachers provide children with helpful oral feedback about their learning. Teachers benefit from well-developed and established approaches to moderation within the school and cluster. This has supported them very well to develop a shared understanding of national expectations in reading and numeracy. Staff plan to develop further their understanding of national standards in writing. Senior leaders meet regularly with teachers to review children's progress and provide support and challenge to improve the reliability of judgements.
- Teachers work collegiately to plan learning effectively across all areas of the curriculum. They engage in regular professional dialogue with colleagues about children's learning and progress. Senior leaders and teachers use a 'fact, story, action' method to support their termly discussions about the progress of all children. They evaluate and track regularly the range of interventions in place for children. Staff take individual children's circumstances and relevant information into account when discussing their progress and achievement. Together they identify children who are not making expected progress and may require additional support with their learning. Staff agree strategies, interventions or resources which will be used to provide targeted support. Staff should continue to develop their use of data to analyse the progress and attainment of specific groups of children. Teachers need to provide a greater level of challenge for children who require it.

2.2 Curriculum: Learning pathways

- Staff use educational research and local authority policy to refine their learning and teaching strategy. Teachers plan effectively using progression pathways, linked to Curriculum for Excellence (CfE) experiences and outcomes, for all areas of the curriculum. This helps to ensure learning builds on children's prior knowledge. Teachers need to increase their responsive planning to ensure they plan learning at the right level of difficulty more consistently. Staff are in the process of developing context specific progression planning for social subjects in collaboration with the Lourdes' learning community.
- Staff have significantly improved the capacity for children to exercise choice and lead their learning through 'expeditions'. This personalisation and choice supports children to take learning outdoors, to innovate and to apply their learning across all curricular areas. They experience challenge in their learning and make links to skills for learning, life and work.
- As part of Laudato Si', staff and children demonstrated a commitment to climate change. The Stewards of St Monica's planned lessons as part of Climate Action Week. Each class explored the work of a Saint and made links to Global Goals. Representatives from each class presented their pledge at assembly. In addition, staff and children have shown a strong commitment and determination to embed learning for sustainability across the curriculum. They have achieved national accreditation for this work.
- There are strong partnerships with the local parish and community. The progressive planning for religious education in Roman Catholic schools (RERC) supports children to share thoughts and feelings about how to make good choices in life and build on their prior learning in this area. Children in P7 visit a local care home weekly to read and work alongside residents. This supports children's knowledge of intergenerational issues as well as building their understanding of how to be a good citizen.
- All children receive two hours of high-quality physical education (PE) each week with a blend of outdoor and indoor lessons. This is supplemented by quality opportunities for children to undertake outdoor learning activities on a regular basis. There is a strong focus on promoting children's understanding of healthy eating. Almost all children feel that they know how to have a healthy lifestyle.
- Children make good use of the well-resourced school library which provides a range of fiction and non-fiction texts, including texts about diversity and different cultures. Children visit the school library and are encouraged to borrow texts to read for pleasure.
- All children receive their entitlement to a 1+2 languages programme. All children learn French as part of their progressive languages programme with Spanish also taught at P5 to P7. A few teachers use French language effectively as part of daily routines. This is helping to improve children's vocabulary and understanding.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher seeks parents' views regularly on school priorities. Staff use this information very well to ensure that parents' views are listened to and acted upon. Almost all parents value staff support for their child's wellbeing. They appreciate the school's caring and supportive ethos. Almost all parents feel that their child is making good progress at school.
- Parents appreciate the class curriculum updates and wealth of opportunities they have throughout the year to visit the school. They learn about ways to support their child at home, for example, digital applications, helpful learning resources and the use of accessibility tools. This supports very well their participation in their child's learning.
- Senior leaders involve all parents annually in the development of the school improvement plan and evaluating the work of the school. Parents share their comments and suggestions during curriculum afternoons with senior leaders using parental feedback to ensure everyone has a voice in improving the school. A significant number of partners attend curriculum afternoons. For example, local charities, dental and nursing services, the Parent Council, local library and Citizens Advice. They provide parents with useful information on their role in the school and how they can support the extended community. Parents feel that this is a helpful approach.
- There is a well-established, active Parent Council. Most parents feel that they are encouraged to be part of the Parent Council and are kept informed of their work. Parents organise and run discos for children and fundraising events throughout the year. They have supported the purchase of outdoor equipment, subsidised summer trips and they attend the school career days. These activities widen and enhance children's learning experiences.

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Senior leaders and staff know children and families very well and have a relentless focus on promoting the inclusion and wellbeing of all children. All staff have created a very positive environment where almost all children feel safe and secure. The school values are underpinned by the Charter for Catholic Schools in Scotland and children's rights. As a result, all children and staff have a strong sense of belonging. The extended school community value the care demonstrated by staff towards children and the quality of these relationships.
- Staff lead aspects of wellbeing very well, such as nurturing approaches, mental health and accessibility. This ensures a robust focus on these areas and the identification of additional training for all staff when required. Almost all staff say they are appropriately supported to undertake their role. They have embedded nurture principles across the school and use professional learning very effectively to increase their understanding of barriers to children's learning. This has led to a clear, consistent whole school approach to supporting children to manage their emotions. As a result, children across the school show high levels of consideration and care for one another and the adults who support them. The ethos across the school is calm and almost all children and staff feel that children are well-behaved. Almost all children say they have an adult they can talk to if they feel worried.
- A few children are nurture mascots. They assist staff very effectively in promoting wellbeing throughout the school. They meet regularly and have clear agendas linked to aspects of the school improvement plan. They gather pupil views, contribute to discussions about proposed interventions and share their learning in classes and at whole school assemblies. As a result, children feel listened to and valued.
- Staff support effectively children to understand and engage with the wellbeing indicators through class lessons and assemblies. All children regularly self-assess their wellbeing across the school year. This promotes purposeful dialogue between teachers and children and supports staff to identify and deal promptly with any concerns. When appropriate, teachers use the local authority wellbeing profile with individuals. This results in a shared understanding of children's wellbeing. Using this data, staff plan appropriate supports for children. Senior leaders use whole school data rigorously to identify patterns and trends. They addressed recurring online safety issues successfully through designated assemblies and class lessons.
- The healthy heroes and Stewards of St Monica's consider children's physical health and the impact of the school environment on their wellbeing. All children can share their views in the 'wellbeing wallet.' Children in leadership groups use these views for discussions at pupil leadership meetings. The healthy heroes introduced affirmations every Monday to support all children and staff to experience a positive start to the week. Children led the introduction of a safe walking bus for their peers. They identified improvement needs to the playground and surrounding areas, organising a litter pick and activities to support Clean Air Day. This helps

almost all children to have the knowledge and skills to make safe choices about their wellbeing. As a next step, staff should consider expanding the pupil groups to include more children from all stages.

- All teachers plan effectively using progressive health and wellbeing planners that ensure coverage of CfE experiences and outcomes. Staff plan specific learning opportunities every term for children to develop their knowledge and understanding of wellbeing indicators and children's rights. As a result, children experience a broad range of suitable learning experiences to support their wellbeing. The senior leadership team make effective use of assemblies to further support children's knowledge and understanding. Senior leaders plan well whole school assemblies across the school year to support a range of learning. Each assembly has a clear link to children's rights, wellbeing indicators and faith. This helps children use a shared language, linking their actions to their own and others' wellbeing.
- All children experience their entitlement to RERC and religious observance. Senior leaders and teachers, promote the spiritual formation of children through the shared experience of prayer and Liturgy in partnership with the local Parish. As a result, children speak articulately of their own beliefs and the beliefs of others. Children demonstrate tolerance and understanding of the views of others.
- Staff use very rigorous processes to effectively track and analyse children's progress, identifying clear next steps for universal and targeted support. Children who have individual education plans are involved, with their parents, in decisions relating to the support they receive. Together, children, parents and staff regularly review targets and evaluate progress made. Staff's approaches support decision making where children are at the centre. Children benefit from high-quality packages of support delivered in collaboration with partners. This is leading to improvements in attainment and wellbeing outcomes for identified children. Teachers audited learning environments to evaluate how inclusive they are for all children. This has resulted in the creation of calm spaces within classrooms and areas of the school. Almost all children who require additional support are very well-supported to make good progress.
- Children demonstrate a very good awareness of all protected characteristics. The headteacher and staff promote the dignity and voice of each individual child which has resulted in a very inclusive culture across the school. All children benefit from a wide range of well-planned initiatives and activities to promote and raise awareness of diversity and the importance of tackling discrimination. The diversity working party engaged with parents and children to identify and set targets. The official launch of the school diversity plan included class goodie bags containing resources, reading materials and a cultural holiday/festival calendar. There are prominent displays across the school to share children's learning. As a result, children and staff demonstrate respect for different beliefs and cultures and for inter-faith dialogue.
- There are very effective wellbeing transition arrangements in place at nursery to P1 and P7 to S1. The transition passport for nursery families provides information that supports teachers to understand all children's key strengths. Teachers complete profiles for all children in P7 linked to the wellbeing indicators. Staff use these effectively to identify any children or families who may require support. As planned, senior leaders should develop further their approaches to transition from the early years to ensure a greater pace of progress at early level. There are clear processes for enhanced transition for children requiring additional support. Pupil visits, parental meetings and parent phone calls support almost all children to transition effectively at all stages.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good. Attainment in listening and talking is very good, in reading and numeracy good and in writing is satisfactory. A few children across the school exceed national standards in reading and numeracy. A few children in each class could be making greater progress. Almost all children who require additional support are making strong progress towards planned outcomes from prior levels of learning. Staff respond promptly and put effective interventions in place for children who require support. Most children whose first language is not English make good progress in literacy and numeracy.

Attainment in literacy and English

- Overall, most children are making good progress from prior levels of attainment and make very good progress in listening and talking. Staff's approach to targeted support for writing is ensuring a minority of children at key stages are making accelerated progress in this area.

Listening and talking

- Across the school, children listen well and show respect for the views of others. At early level, most children express ideas and show their understanding by answering questions and following instructions. At first level, almost all children are developing the skills of turn-taking and contributing appropriately to group discussions. Almost all children at second level offer their opinions confidently and articulately and expand on ideas from others. Children make very good progress in listening and talking, demonstrating strengths in their vocabulary.

Reading

- At early level, most children use their knowledge of phonics to read simple words. They now need to build confidence in reading common words. At first level, most children identify their favourite authors and genres, justifying their choices. Most children working towards second level read fluently when reading unfamiliar texts. They apply a range of skills and strategies when reading, for example skimming and scanning. Older children build confidence and read for pleasure through access to a well-resourced library, reading to residents at the care home and younger children in school and the local nursery. Across the school, children would benefit from reading more frequently. A few would benefit from more challenging reading material.

Writing

- At early level, the majority of children form letters appropriately and use a capital letter and full stop in a sentence. They require more regular opportunities to write independently including in their play. At first level, the majority of children are developing their writing skills to include simple punctuation, paragraphs and varied sentence length to short texts. Most children working towards second level apply their knowledge of spelling rules to spell most words correctly. They use a range of techniques in their writing to influence and persuade their audience. Across the school children develop their writing across a range of genres for

meaningful, real-life purposes. At all levels, children need to write more regularly and at length with a focus on individual targets. Children's presentation and handwriting is not yet of a consistently high standard.

Numeracy and mathematics

- Overall, most children are making good progress from prior levels of attainment in numeracy and maths. A few children at all levels could make faster progress if they experienced increased pace and challenge.

Number, money and measure

- At early level, most children identify and order numbers confidently from 0-10. They add and subtract within 10 with accuracy. Most children recognise analogue o'clock times and match these confidently to digital times. At first level, most children identify successfully the place value of numbers to 1000. They round numbers correctly to the nearest 10 or 100 and apply this whilst estimating lengths. The majority should apply their understanding of the language of measure in real-life contexts. At second level, most children explain clearly why they have chosen a particular process to add and subtract larger numbers. They need to consolidate their knowledge of fractions, percentages and decimals to apply this knowledge to word problems.

Shape, position and movement

- At early level, most children recognise and describe two-dimensional shapes. Most children at first level are beginning to identify three-dimensional objects and their properties. At second level, most children use mathematical language well to describe a range of angles. They accurately measure and calculate missing angles within shapes. Most children at second level apply their knowledge of angles successfully in coding a programmable toy to follow a route within a maze they created. Children use technologies very effectively to apply their learning practically. This aspect is a strength of the school.

Information handling

- At early level, most children sort items correctly according to shape and colour. At first level, most children describe confidently different ways in which information can be represented. They recognise missing features on different types of graphs, extract key information and choose how to organise and display their own data. At second level, children should build on these skills, for example by collecting and interpreting data across areas of the curriculum.

Attainment over time

- Senior leaders use effective strategies for raising attainment based on providing universal approaches and targeted support for children. Senior leaders and staff use information about children's progress consistently through their 'fact, story, action' approach to support continuity of learning and to raise attainment. Staff's proactive and responsive approach to meeting learners' needs supports children very well. Senior leaders use a wide range of quantitative and qualitative data to monitor robustly the progress of individual children, cohorts and groups.
- Teachers continue to improve the reliability of their professional judgements by engaging regularly with national Benchmarks. This is supporting them to have a clearer understanding of national expectations. As a result, attainment data is becoming increasingly accurate which will allow senior leaders to identify long term patterns and trends. Due to changes in cohorts, senior leaders would benefit from tracking children who have been part of the school since P1. This would allow them to evaluate more accurately the positive impact learning and support have had on children's progress.
- Overall attendance is above the local authority average but below the national average. There are rigorous procedures in place for the school to monitor attendance. Senior leaders identify

patterns and trends and work very well with families to improve attendance for identified children. This has led to an improvement in attendance of a few children.

Overall quality of learners' achievements

- Staff celebrate and share children's individual and collective achievements effectively during assemblies, on displays throughout the school and on social media. Children are proud that their successes are recognised and valued. This builds children's confidence and motivation.
- Children across the school gain knowledge and skills through taking part in a wide range of school committees. They are beginning to progress their leadership skills and build their self-esteem through these committees. For example, Junior Road Safety Officers help raise children's awareness of safety through the creation of posters.
- Children have access to a range of after-school clubs which are led by staff, partners and parents. Staff track children's participation in these activities and are proactive in ensuring equity of opportunity and that no child is at risk of missing out. Teachers support children to understand the range of skills that they develop through regular reflections and discussions.

Equity for all learners

- Senior leaders and staff have a strong understanding of the social and economic context of the school community. They have a broad criterion for what equity means for their school and are particularly sensitive to the needs of specific groups of children. Children and families benefit in a range of practical ways from support they receive. This includes support provided through the school's partnership with a local food charity and faith group. Children have access to a breakfast club which promotes social skills and helps individuals to be ready to learn.
- Senior leaders utilise PEF very effectively to provide additional staff to support individual children and groups to make progress. For example, staff provide valuable support to children from key stages in targeted areas such as numeracy and literacy. Children's emotional wellbeing is also enhanced through a strong and well-established partnership funded by PEF. Support staff track the impact of targeted interventions closely to reduce attainment gaps. The interventions are impacting positively on children's progress. Overall, most children participating in targeted interventions are on track to achieve expected outcomes in literacy and numeracy. This includes accelerated progress of a majority of targeted children to close the poverty related attainment gap. Senior leaders and staff should now focus on universal approaches that have the greatest impact of accelerating children's progress.

Practice worth sharing more widely

Digital literacy at St Monica's Primary School

The school's digital leader of learning has had a relentless focus over a number of years on improving staff and children's confidence and skills using a apps focused approach to the use of digital devices. Together with staff and the children's digital explorers, they have developed a highly-effective strategic plan to embedding digital approaches across the curriculum.

Teachers plan for and use a wide range of digital applications, software and devices very effectively to enhance learning and teaching. As a result, children and staff are highly literate in the use of software, digital applications and devices. Teachers use technology skilfully to provide engaging learning experiences. Children make choices about which digital applications and software they will use to display their learning. This provides opportunities for personalisation, choice and creativity. Children who require support use assistive technologies seamlessly to access learning across the curriculum. This supports all children to engage in their learning confidently and successfully.

Digital explorers provide highly-effective support to staff and their peers by demonstrating and modelling new digital approaches. In addition, digital explorers have shared their strong approach across the learning community. Digital explorers, supported very well by staff, use feedback, surveys and discussions with their peers to create action plans and evaluate the impact of their work.

Empowering children to lead improvement at St Monica's Primary School

Senior leaders and staff place a high regard on the views of children. This aspect of the staff's work is a major strength of the school. They support leadership groups very effectively, ensuring children are active participants of the improvement journey. Children are central to the decision-making process with their views and experiences a key driver for change.

Agents for change used 'How good is OUR school?' to gather the views of their peers and evaluate accurately the impact pupil voice had on changes to the school. Senior leaders used this feedback to increase the opportunities for children to be actively involved in the change and decision-making process as well as ensuring the views of children were heard and actioned.

Recently children approached senior leaders with a new idea to develop a pupil leadership group focusing on safety in the playground. The school's ethos of children leading meaningful change is so deeply embedded, that children take the initiative to create leadership opportunities where they see a need. Senior leaders have linked with partners to facilitate training that will help children achieve accreditation for their work. As a result of this training, older children will have the opportunity to develop leadership skills with a particular focus on promoting positive playtimes.

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.