

Summarised inspection findings

St Brigid's Primary School

North Lanarkshire Council

SEED No: 8514127

22 September 2017

Key contextual information

The leadership team consists of the headteacher, a full-time principal teacher and a part-time principal teacher. The part-time principal teacher is class committed.

Attendance is generally in line with the national average (95.06%)

In September 2015 34.1% per cent of pupils live in 20% most deprived data-zones in Scotland.

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*
- Staff are committed to the new vision, values and aims, which encompasses and embeds Gospel values. They were involved well with the development of these but it would be helpful to amend them slightly to reflect the principles of the Scottish Attainment Challenge, particularly equity and excellence. Staff work well together as a team to ensure the vision, values and aims are lived by the school community. Children have a good understanding of the new vision and demonstrate the values of the school as they go about their daily routines.
 - Staff have high expectations of children's behaviour and effort. They have a good understanding of the socio-economic context of the children living in the local community and are using this to focus on improving outcomes for children in SIMD 1 and 2. The headteacher has rightly identified the need to use this data more effectively to target children with whom the school can have most impact to transform lives.
 - The school is funded as part of the Scottish Attainment Challenge (SAC) and Pupil Equity Fund (PEF) There are clear plans in place as to how SAC funding is used and the headteacher has worked with local authority statisticians to establish how well the school is closing the poverty related attainment gap. There is scope to be more creative with PEF funding and ensure plans are firmly based on research. The headteacher should review the remits of her senior team to better reflect the priorities of excellence and equity outlined in the Scottish Attainment Challenge.
 - The headteacher provides good strategic leadership across the school. She has provided good opportunities for staff to evaluate the impact of their work and identify areas for whole-school improvement. She uses an appropriate range of data well to understand where the school needs to develop and has implemented a number of changes which are impacting effectively on outcomes for children, particularly in literacy and numeracy developments. She now needs to develop her leadership team further, extend the impact of learning observations and delegate leadership responsibilities more to allow time for strategic planning. The principal teachers provide good operational support to the headteacher but there is scope to increase their strategic roles and, in so doing, develop leadership at all levels. Children have a good range of opportunities to develop their leadership skills across the school but there is a need to increase leadership of their own learning in classrooms. Non-teaching staff demonstrate strong leadership for learning and support children in their learning. For example, the janitor provides learning opportunities for children while undertaking his daily duties. It would be helpful to provide time for support staff to meet more frequently as a team.

- The headteacher is very supportive of all staff and encourages them to take calculated risks and initiate measured change. Staff are appreciative of the support they receive and now need to take more calculated risks. With the support of the headteacher, staff have become increasingly involved in taking forward change across the school and ensuring changes are embedded and sustainable. They have undertaken helpful surveys on areas such as forward planning and homework, using them as evaluative evidence to implement improvements in these areas. While staff are developing an appropriate collective understanding of the school's strengths and areas for improvement there is scope to use data more effectively to evaluate where the school needs to improve and the impact of developments. This would ensure the planning and improvement process was as effective as possible.
- The headteacher has carefully managed the pace of change to take into consideration the capacity of staff. She monitors the staff's planning carefully but needs to use attainment meetings more effectively to identify gaps in learning and target groups of children such as more vulnerable groups. She uses these opportunities to collate information on groups of children who need to be targeted. It would be helpful to share the information on targeted groups across the school, including non-teaching staff so that the whole school community is supporting the children to make as effective progress in learning as possible.
- The working time agreement is used well to provide planned opportunities for professional dialogue and discussions regarding self-evaluation. Teachers are involved very well in these activities but the views and skills of other staff would also be valuable. The Parent Council is involved in the school improvement planning process at a late stage but it would be helpful if they were involved in the evaluation of the school and the early shaping of the improvement plan. There is much scope to include the children in improvement planning and implementing the school improvement plan.
- All staff are involved in working groups and are working collegiately to develop numeracy across the school. They would benefit from undertaking their own enquiries to support their understanding of what improves outcomes in their context. Teachers are self-reflective and are using the data they have well to identify some gaps in learning. Staff now need to use all the data and qualitative evidence they have to think critically about improvement and develop a strategic approach to implementing change. There is also a need to develop a strategic approach to whole school evaluation of how changes impact on learning, teaching and outcomes for children.

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*

- The school has a calm ethos and almost all children report they feel safe and happy. There is a warm family atmosphere in the school based on Catholic beliefs. Children are very well behaved and demonstrate good manners throughout the school. The school is developing a nurturing ethos well and children are supported effectively to manage and develop their feelings. This approach has improved late coming levels for some pupils. The school delivers rights education in a few classes and the school plans to develop this further.
- In almost all classes, children are motivated, enjoy their learning and interact well during lessons. Cooperative learning is well embedded and children help each other learn better. Children would benefit from more planned differentiated tasks across numeracy and literacy, including higher achieving children. Almost all children are given a voice in the school through their participation range of clubs and committees. Children report that the pupil council makes suggestions that are acted upon.
- Questioning by staff extends children's understanding well. Staff use thoughtful oral feedback regularly to help inform learners of their next steps in learning. Almost all pupils are able to discuss their learning and identify targets that they are working on. Children record these in 'My Learning Journey' personal learning plans. The school now proposes to further involve parents in the use of these portfolios.
- Overall, the quality of teaching needs to be more consistent across the school. All teachers share clear learning intentions and success criteria well with learners and offer useful plenaries to share new learning achievements. In a few classes children identify their own success criteria when appropriate. The school should share this effective practice across the school. Higher order thinking skills are evident through mental agility lessons in almost all classes. Blooms taxonomy is used well to enhance literacy in some classes. In a few classes, children take responsibility for learning and on occasion they lead their own learning and the learning of others. This good practice should be shared across the staff. In a few classes the pace of learning is too slow and tasks are not challenging enough. In almost all classes, a few children would benefit from more appropriately challenging tasks.
- The school is well resourced with high quality ICT and children are given a weekly ICT experience. Digital learning is evident in a few classes and, commendably, in some classes it is led by the pupil led 'digital leaders' team who provide young pupils with advice on staying safe online. There is scope to embed digital learning within the classroom environment to enhance the curriculum more effectively.

- Staff use a range of assessments in classes to monitor and assess children's progress. Staff include children well in the assessment process in the classroom, encouraging peer and self-assessment where appropriate. Children are encouraged to peer and self-assess their work in most classes. As a result, they are taking responsibility increasingly, for improving their own learning and supporting the improvement of their peers learning. Staff use a variety of standardised tests. They now need to use this testing more effectively to inform judgements and identify where interventions are needed. Moderation activities are well established, the school should build on this activity involving staff beyond the school.
- The Scottish Attainment Challenge is focussing on raising attainment in literacy through effective targeted interventions that support reluctant readers and a family learning programme. Targeted interventions should now be extended to include numeracy. Nurture approaches have also been successfully introduced to meet children's needs more effectively.
- Children who have individual additional support needs have their learning planned with on-going targets for action and their progress is reviewed regularly. Although some pupils' additional support needs are planned for, there is scope to strengthen this further with more targeted interventions for pupils who are in danger of not achieving appropriate levels. Staff are beginning to consider additional planning for those who experience additional challenges such as young carers, Looked After Children and those living in SIMD 1 & 2.

2.2 Curriculum: theme 2: Learning Pathways

- The school recognises the need to review long term planning and develop this to ensure there is a clear progression of skills and knowledge for each curricular area. The programmes in science and art effectively support staff to plan breadth, depth and progression and allow opportunities for challenge for children, in a variety of contexts. The school is well placed to extend this to ensure there are clear progression pathways for all curricular areas and better opportunities for children to build on prior learning.
- The school has an effective range of partnerships and opportunities to enrich the curriculum. Examples include the local supermarket, St Andrew's Hospice, Classrooms for Malawi and Glasgow Rocks Basketball Team. These experiences should now be further integrated and embedded into the curriculum. Well planned focus weeks have impacted positively on raising children's awareness of the wider world of work and healthier life styles.
- Good use is made of the local and school context to enhance the curriculum. This includes the Clyde in the Classroom initiative, parish links and the Kitchen Garden. Planning takes place with partners from St Brigid's Church which enriches the children's learning in different areas of the curriculum. The school should continue to expand these experiences.
- Opportunities to apply skills in literacy across the curriculum is a strength at all levels. Examples include writing science reports, instructions for healthy teeth, recipes for tuna pasta. This approach should now be further developed in numeracy and health and wellbeing. All classes have had opportunities to learn in a range of outdoor contexts. This should now be further developed to ensure that it is a regular, progressive experience for all.
- Whilst the school is well resourced with digital technology, there is scope to increase and embed the creative use of technology across the curriculum to improve learners' experiences.

2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

- The school has very strong relationships with parents and the community. Planned events both in the school and in the community enrich relationships and provide almost all children with opportunities to contribute effectively to their community. Staff both know and support families well.
- Almost all parents are very positive about the school and there are opportunities to involve parents in the life of the school. Examples include the Kitchen garden, Health Week, Developing Young Workforce Week. The annual pantomime and nativity performances are particularly valued.
- New initiatives such as Pizza Maths and Story Sacks have been successful in involving and engaging the majority of targeted parents in family learning. The school is now looking to extend these opportunities to further raise attainment and achievement.
- The valuable partnership with the parish supports the school very well in extending learning opportunities as well as enabling all learners to further develop their understanding of faith. This was recently extended through an excursion involving pupils, staff and the local priest to the birthplace of St Brigid in Ireland.

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

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*

- Overall, the school's approaches to ensuring the wellbeing of children and their families are impacting positively on social and learning outcomes. For example, the school can demonstrate it is closing the poverty related attainment gap. Almost all children are well mannered, respectful and demonstrate a level of maturity that is commendable. They embrace the responsibilities they are given very well and would relish more opportunities to lead learning and have their voices listened to.
- There is a very warm and welcoming ethos across the school in which almost all children reported feeling safe, secure and valued. All staff demonstrate a strong commitment to the wellbeing of children and Gospel values and this is reflective of the school's vision, values and aims. Almost all staff model positive relationships and this is reflected in the way in which children treat one another. Staff are very caring and responsive to the emotional needs of children. In all classrooms children are treated with respect and are valued contributors in all aspects of learning. The outcome of the school's approaches is that almost all children are ready to learn.
- Almost all staff have a sound understanding of GIRFEC and use the wellbeing indicators well to support their understanding of children's wellbeing. The wellbeing indicators are displayed around the school and used to structure the health and wellbeing curriculum with a different focus each month. Children have a good awareness of the indicators and can discuss and reflect on how their school is helping them to make progress in each area. This leads to children having a good general awareness of their health and wellbeing. There is scope to extend the use of the wellbeing indicators to help children reflect on their individual progress.
- Children in focus groups were confident they can talk to a trusted adult if they have a worry or concern and are encouraged to do so. They reported that staff notice if they are not feeling themselves and are encouraged to talk to staff. They feel valued as an individual in their school. Those in P7, are developing an awareness of the rights of the child and understand the difference between needs and wants. The school has identified the need to further extend the awareness of children's right across and to develop children's awareness of issues of equality and diversity to include racism and religious intolerance. Overall, these approaches mean that almost all children feel safe and secure within the school and know that there are avenues of support to them if they have difficulties.
- Children have a very good understanding of the need for a balanced diet and aspects of food safety. They can describe how to store food safely and interpret labels on food packaging. They have an awareness of the impact of smoking and alcohol on the body,

but could be supported to develop strategies for dealing with peer pressure. A few children in the upper stages take on a leadership role as Digital Leaders and teach other children about the dangers of cyber bullies. In P7, children act as Sports Leaders in the playground where they effectively promote physically active play to their younger peers. Children demonstrate respect and support for one another in their interactions. There has been a significant focus on road safety, with the JRSO's undertaking a range of awareness raising activities throughout the year.

- The provision of food at the breakfast club requires to be reviewed to ensure all aspects of the school food regulations are being met.
- The inclusive ethos across the school means that almost all pupils talk positively about the school and feeling a part of the school community. All children are given opportunities to participate in enterprise activities within the curriculum and are aware that they are developing social skills and skills for life and work.
- Almost all staff have a sound understanding of statutory requirements and are supported by clear guidance. The headteacher should review the fire safety procedures. The headteacher has an overview of individualised target setting for those children with barriers to learning and additional support needs. She uses attainment meetings to ensure that children's progress is monitored and teachers identify the ongoing need for support and target setting.
- Through an effective process of early intervention the school ensures that children with barriers to learning receive targeted support to close attainment gaps and ensure that all children make appropriate progress in their learning. This rigorous practice needs to be extended to include children who need short term support to reach targets. The school communicates effectively with parents and carers to ensure that children with additional support needs are supported by collaboration between home and school. The school has recognised the need to involve parents more in the development and monitoring of planning for support. Overall, the school is impacting positively on outcomes for children with additional support needs
- Currently, children's understanding of some aspects of equality and diversity is not well enough developed. A more structured approach to planning to promote diversity and global citizenship through the curriculum and school groups would ensure that progression in learning in these areas is ensured for all children.
- The school provides 2 hours of high quality physical education for all children. Teaching and learning is being hindered by the lack of storage space for equipment. The RE programme is appropriate and the provision for Religious Observance meets statutory requirements.

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*

Overall attainment in literacy and numeracy:

- Across the school the quality of literacy and numeracy is good. Classroom observations, evidence in jotters, learning journey documents and discussions with children and staff during the course of inspection provided good evidence to support this.
- Data from various appropriate standardised tests and samples of children's work inform the professional judgements of teachers on children's progress and attainment. Opportunities for effective moderation activities identified areas for improvement and developments undertaken by teachers have resulted in increased achievement in writing. The school should continue with its plans to extend moderation with neighbouring primary schools to ensure that more robust data of a Curriculum for Excellence (CfE) level is generated. The school should continue to work towards reliably assessing and recording children's progress and achievement of CfE levels in curriculum areas beyond literacy and numeracy.
- Whilst the school has identified children with barriers to learning, it needs to track and monitor the progress of these group more effectively and, as a result, introduce strategies that have a positive impact on outcomes.

Attainment in Literacy:

- Overall, most children are making good progress in literacy. A few children at each stage exceed a level. When children are below expected levels they are offered a variety of supports in literacy but these are not, as yet, sufficiently tracked to ensure that gaps in learning are identified and strategies developed to support further learning.

Listening and Talking:

- Overall, most children are making very good progress in listening and talking. Across the school almost all children listen and respond to each other and adults in a respectful and courteous manner. During inspection activities most children spoke confidently about using appropriate vocabulary, including technical language related to specific aspects of their learning. Most children in P1 can listen well and respond to instructions. By P4, a significant number of children can ask and respond to questioning and can identify key ideas well within spoken texts. In the upper stages most children demonstrate verbal and non-verbal techniques to communicate clearly, for example, using eye contact and body language during group discussion activities.

Reading:

- Overall, most children are making satisfactory progress in reading across the school. The school has identified the need to increase reading at all levels and has plans in place to take this forward in the next academic year. At early level most children understand the key features of a book, such as title, author and illustrator. Children apply their phonics knowledge confidently to read and spell common words. At first level the majority of

children understand the difference between fact and fiction and can identify key facts within a text. At second level the majority of children can use a variety of sources to carry out research. They can skim and scan to find information. They can make relevant comments about aspects of a writer's style and express how this influences their choice of books.

Writing:

- Across the school, attainment in writing is good. The school has developed a rich environment for literacy with an ethos focused on writing. Children across the school have very good opportunities to apply their writing skills in different contexts.
- Almost all children in P1 are making good progress in writing. Whilst there has been a dip in progress at P4 and P7 in writing this is a result of more accurate teacher assessments using benchmark materials. The school should continue to develop its use of benchmarks to support planning and moderation across all levels.
- At early and first level children write for a variety of purposes in imaginary and real life contexts. At early level almost all children use full stops and capital letters correctly in sentences most of the time. Children are making good progress in writing across the transition into first level. By the end of P4 the most children can create a range of short and extended texts for a variety of purposes using appropriate spelling and punctuation. In P7 most children can recognise in writing appropriate style and format to convey information applying key features of a chosen genre. Helpful written and oral feedback with focused comments on how to improve learning is informing children of what they need to do to improve further. The school should continue to develop self and peer assessment to further support children's learning. Children across the school have very good opportunities to apply their writing skills in different contexts.

Attainment in numeracy.

- Overall, most children are making good progress in numeracy. The school's attainment data identifies that most children are achieving appropriate levels in numeracy and maths in early and first level and the majority of children in P7 attained second level. Whilst there has been a dip in progress at P7 in numeracy this is a result of more accurate teacher assessments using benchmark materials. Most children in P2 & 3 are on track to achieve first level by the end of P4, while most children in P5 & 6 are on track to achieve second level by the end of P7.

Number, money, measure:

- Across the school, the majority of children can use strategies to support their work with number. The school has successfully introduced mental agility strategies and this approach is evident in most classes. At early level most children can confidently count, double, add and subtract numbers. Children are able to explain and use strategies well to support their use of number within the first level, however children now need to apply this knowledge in different contexts. The focus group of children demonstrated that they had good recall of previous learning, in particular the children at second level had developed good mental agility and were able to solve problems quickly and accurately. By the end of second level, children have explored probability, developed their understanding of the use of coordinates; and practised a range of times tables effectively. Within financial education at second level, children were able to explain profit and loss and the importance of sound financial management.

Shape, position and movement:

- Children across all stages showed a good understanding of 2D and 3D objects. Children at first level can confidently name shapes and discuss where they would find these shapes in real life. By second level, children can identify and classify a range of shapes, describe their properties and use relevant mathematical language to describe them accurately.

Information handling:

- Across all stages most children are able to effectively collect, organise and display data appropriately. For example, in P7 children are able to decide how best to manipulate and present their data.

Attainment over time:

- Information supplied by the school, based on professional judgement and supported by standardised assessments, indicates that overall most children are making good progress over time in literacy and numeracy. Most children are secure at early level in literacy and numeracy. Data presented by the school indicates a decline in children's attainment in literacy and numeracy in session 2016 - 17 at P4 and P7 when compared with the previous year. In literacy, most children reached early level by the end of P1 and by the end of P4 most reached first level while in P7 the majority reached second level. More rigorous monitoring using benchmark tools has impacted positively on the reliability of teacher evaluations of a level and inspectors were able to confirm the accuracy of these latest judgements.
- Children in P3 demonstrate a good understanding of how to behave at social occasions and how to develop friendships. Children in P5 are able to talk well about the life of Jesus. Children in P4 demonstrate good programming skills but would benefit from a better understanding of how this relates to real life. Across the school, children demonstrate high skill levels in art. For example, in creating a collage in the style of Matisse in P4.
- The school should continue to track children's progress strategically so that it can further identify appropriate interventions for all children, including those who are achieving well and those with additional support needs, are looked after, have English as an additional language or are facing disadvantage.

Overall quality of learners' achievement

- Across the school, children demonstrate good levels of self-confidence, communicating effectively in different ways and situations. They are capable of accepting responsibility and working as a team to solve problems. The majority do this through cooperative learning and there is scope to develop this further across the school. Active as leaders, all children in the school enjoy being participants in the many school committees, such as global citizenship, enterprise, health and eco committees, road safety officers, digital leaders, pupil council and as junior sports leaders. There is scope now for the school to use Amazing Things 4 to identify appropriate accreditation for these achievements. In doing so the school should develop a strategic tracking system which identifies the skills children are learning and provides information about any gaps in skills for life and work.
- The school offers a subsidised breakfast club and 55% of children in SIMD 1 to 3 attend which is contributing to them having a good start to the day and 52% attend after schools club. The school should continue to promote these services to ensure that parents are aware of their availability.

Equity for all learners

- Staff can identify groups or vulnerable children, those who may be disadvantaged in their learning and those exceeding expected levels. There now needs to be further development of the tracking systems to ensure that all the barriers to their learning and achievement are identified by all practitioners and rigorous additional interventions put in place
- The headteacher can describe the progress made by all children including those who live in the most disadvantaged areas. The school data is beginning to show that strategies have added value to the attainment for all children, including those who are disadvantaged. The

school now needs to take greater account of the progress made by identifiable cohorts of children to ensure all possible barriers to their progress are removed.

- The schools approach to the Scottish Attainment Challenge has resulted in positive initiatives in literacy impacting very well on outcomes for children. The school should continue with its plans to develop literacy and numeracy strategies to support their work in closing the achievement gap across the school.

School choice of QI: Family Learning

- **Engaging families in learning**
- **Early intervention and prevention**
- **Quality of family learning programmes**

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

- There are good examples of targeted support which are helping families to access learning. For example, the Pizza Maths was very successful in increasing the confidence of targeted families to support learning in numeracy. The school is using outdoor learning well to develop learning for a few families. For example, the garden has provided a sound context for learning and has impacted well on outcomes for a few children and their families.
- The school is using data well to understand the needs of families in the local community. Commendably, staff members meet with families outside of school in places where family members feel comfortable, to talk about children's progress and learning. Partners may also be able to support this work.
- The family learning activities that the school has undertaken have been well-received. The targeted families have taken part well and have benefitted from participation. The school should now consider how they can develop these inputs and activities into sustainable family learning programmes.
- It would be helpful for the school community to agree a definition of family learning and discuss what this means for the school. Staff need to plan more strategically for universal support which enables all families to access a range of learning activities. Within this planning there should be the development of ongoing, sustainable targeted support for families that require it. There is much scope to improve the involvement of a range of partners in planning family learning and agree the roles of different partners.

Particular strengths of the school

- The leadership of the headteacher, who is developing a more collegiate approach to self-evaluation and planning for improvement. The new leadership opportunities she is providing are helping staff to develop their skills and improve aspects of learning across the school.
- Teachers create a stimulating and rich learning environment with high expectations for the quality of written work. Of particular note is the high quality art work produced by children across the school and their skills in drama, demonstrated through the annual school shows. Commendably, almost all children are aware of their strengths and next steps in learning.
- The caring and nurturing ethos based on Gospel values which provides a calm environment in which children behave and learn well. Children are well-mannered, engaged in their learning, confident and articulate. Overall, they are proud to be part of the school community.
- Attainment in literacy and numeracy. Children have a good understanding of how to be active, keep themselves safe and make healthy food choices.

Agreed areas for improvement for the school

- Continue to develop a strategic approach to planning the curriculum. Use data more effectively to intervene with identified groups of children and impact on outcomes in learning and attainment, particularly for those children who face barriers to learning.
- Further improve the consistency of teaching and better plan tasks to meet the needs of all children. A few teachers need to increase the pace of learning and ensure all children are suitably challenged across all curriculum areas.
- Review the remits of the leadership team to support teachers to be more outward looking and focused on improving learning and teaching. The staff would benefit from increasing practitioner enquiry to inform improvements across the school.

What happens at the end of the inspection?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

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