

# Summarised inspection findings

**St Mark's Primary School**

South Lanarkshire Council

23 April 2019

## Key contextual information

St Mark's Primary School is a single-stream school located in the Rutherglen area of South Lanarkshire, south of Glasgow. There has been a significant degree of staff turnover and absence, as well as difficulties with recruitment of teachers over the last two years. The senior leadership team comprises the headteacher, who has been in post for just over two years, and two part-time principal teachers. The headteacher and local authority have reported that recent appointments made this session have begun to help the school's overall capacity for improvement.

### 1.3 Leadership of change

**satisfactory**

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

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

- The headteacher has been in post for just over two years. Along with the senior leadership team, she has begun to shape change in collaboration with staff, parents, partners and children. For example, the recently launched revised vision, values and aims were designed in collaboration with stakeholders. They are aligned clearly with the Catholic values of the school and are key drivers for change and improvement. These are displayed attractively around the school and understood well. The headteacher correctly recognises the benefits of using the new values and aims as a sound platform to reshape the school's positive relationships policy and approaches. Senior staff should continue to develop this at a pace in order to meet the needs of all learners and to ensure that potential barriers to learning and engagement are minimised. As the vision, values and aims have very recently been implemented, staff are at the early stages of permeating these more widely through the overall language of learning and in their day-to-day interactions with the children.
- The senior leadership team comprises the headteacher and two part-time principal teachers. Roles and responsibilities of promoted staff are set-out in a way that helps to take forward many of the school's key priorities. Senior staff roles and responsibilities now need to be reviewed so that key priorities can be progressed timeously and in a more manageable way. Promoted staff work in a focused and supportive way with the headteacher towards the school's improvement goals. They work effectively in assisting the headteacher and staff to define and embed improvement priorities across the school. Teachers are gaining more confidence in taking a lead in the ownership of aspects of improvement. A number of staff are involved in the support of the broader curriculum through leading wider opportunities for children. There are a range of meaningful opportunities offered to children around the themes of sport and wellbeing. Opening out these opportunities to include curricular and other opportunities will benefit children's learning, progress and engagement further. There are a number of newly developing, positive aspects to the school's work which are at an early stage of implementation. There are positive signs of impact in the development of a few areas of the curriculum. The school should continue to progress the development work of plans for numeracy, health and wellbeing and other curricular areas as a priority, in consultation with

stakeholders and colleagues from across the learning community. These updated plans should be fully aligned to national guidance and expectations.

- Senior staff apply processes and procedures for improvement planning aligned to policies of the local authority. The school improvement plan and standards and quality report outline clear improvement priorities relevant to the school's context and within the national improvement framework. Moving forward, senior leaders should ensure that the school improvement plan contains a manageable number of priorities. A number of staff are involved in taking forward improvement priorities through 'working parties'. The focus of these groups is clearly linked to school improvement priorities as set out in improvement plans.
- Self-evaluation involving all staff, stakeholders and partners is at an early stage. As senior staff take forward key improvement priorities, self-evaluation through wider consultation should be built in as an integral part of the overall improvement planning processes. This will allow senior leaders and staff to make robust, evidence-based judgements about the impact of improvements made. The school recently worked with local authority colleagues in a thematic self-evaluative review. As a result, the school has correctly identified improvement in developing plans for numeracy and also consistency in high quality learning and teaching as an important focus for the current school session. In consultation with partners and stakeholders, staff now need to review policies which will provide a rationale and guidance for staff to take these curriculum improvements forward with a shared purpose.
- Through self-evaluative approaches, senior leaders have accurately identified a number of aspects of its work that need to be further improved. As a priority, the headteacher, senior staff and teachers should take forward plans to improve the curriculum and planning and assessment. This will help to ensure appropriate challenge for all children is achieved through consistently high quality learning and teaching across the school.
- This session, staff have been working to develop the school's curriculum overview plans and pathways. Next steps are to complement these with a helpful overall curriculum rationale. This will provide a clearer overview of the relevance and purpose of the curriculum areas to parents and partners. This will also provide clear direction to staff to ensure the curriculum supports appropriately challenging learning for all children. Senior staff should build on their monitoring approaches to classroom observations and ensure opportunities for professional dialogue with staff is more regular and focused on the progress children are making. The school has clear plans to develop approaches to tracking and monitoring of children's progress. This will be helpful in providing a clearer focus for this monitoring activity and ongoing professional dialogue. Teachers should continue to increase and develop approaches to moderation. This will help to raise expectations in line with national standards and increase teacher confidence in making robust judgements about Curriculum for Excellence levels. Importantly, opportunities to conduct moderation activity with colleagues more widely will provide teachers with a clearer overview of national standards in planning for learning, teaching and assessment.
- Staff provide an increasing number of opportunities to involve children in leading aspects of the life of the school. There is considerable scope to build on this positive start and to increase the voice of children in school improvement. Currently, a few children have opportunities to suggest areas of improvement across the life and work of the school. Staff should ensure that this is followed up with manageable ways to communicate feedback to children on their views.
- As the headteacher and staff work to develop approaches to tracking and monitoring of children's progress, continued opportunities to increase staff confidence in the use of data to inform improvement should be developed. This will help to design bespoke interventions for children to improve, with increased confidence. This will also help to identify the impact interventions are having to children's learning.

- This is a school where staff and children have created a friendly, welcoming environment. Staff are building relevant partnerships and relationships with local partners in the community. Most staff across the school work increasingly effectively together to meet the needs of all children. They understand the unique context of the school and they work effectively to support the individual needs of children. The headteacher and senior staff are working to improve consultative approaches with parents as partners in their children's education. This includes extending parents' and partners' involvement in the work of the school further to include closer collaboration in improvement planning.

## 2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- In almost all classes, the ethos is positive, nurturing and promotes a purposeful and motivating learning environment. Relationships between almost all children and staff are positive across the school community. Most children are motivated and engaged in their learning. Senior leaders are planning to work towards Making Rights Real status. This will help to support positive relationships across the school community and underpin the everyday language of learning with staff and children in a meaningful way.
- There is a number of purposeful displays around the school that link to the school's vision, values and aims and current curricular focuses and committees. As a result, children talk proudly of their work and achievements. Children are well-mannered and reflect the school's values both in class and around the school. Children are keen to talk about key aspects of what makes learning meaningful and motivational at St Mark's Primary School. Senior leaders have correctly identified actions which will allow children to be able to articulate their rights to everyday contexts of learning and the school values. This will help to create a consistently calm and purposeful ethos around the school.
- In the majority of classes, children experience challenge and appropriate pace in their learning. Teachers plan for additional challenge in learning for those children who are achieving at a faster pace. Staff should take steps to ensure children are appropriately challenged in their learning across all curricular areas. In almost all classes, teachers are aware of the need to differentiate learning to help to ensure that learning is matched well to the needs of all learners. Most children understand the relevance and purpose of their learning. In most classes, children experience a range of approaches to learning which provide a balance of independent and teacher directed learning. To improve consistency in the overall quality of teaching, further opportunities should be created for staff to share these areas of good practice more frequently, and to feed back to each other on the success of these strategies.
- Children engage in learning conversations in the majority of classes and set their own targets in conversation with their teacher. This is an area of improvement planning that is at the early stages of development and implementation. As senior leaders revise approaches to tracking and monitoring, target setting and learning conversations should be integral to this process. Once these approaches are developed for all curricular areas there will be a clearer focus on the detail of what children need to do to improve.
- Teachers use learning intentions and success criteria to frame the focus of learning in most classes. Moving forward, children would benefit from working with the class teacher to design success criteria so that they can measure the success of their own learning.
- Across the school, there is a range of opportunities for children to become involved in leading aspects of learning and whole school committees and initiatives, such as the Eco group. There

is scope to increase the number of opportunities for children to lead learning in class. Inspectors observed a few highly effective examples of children leading their learning in class. Wider sharing of these effective examples of good practice will help to ensure increased consistency in children's learning experiences across all stages.

- Almost all teachers are confident in the use of electronic whiteboards interactively in their teaching. Staff work collegiately to build capacity across the stages in using digital technologies to increase motivation and deepen learning. Inspectors observed a few more creative examples of children using digital technology to enhance their learning. This also allowed groups of children to access more supported learning whilst remaining engaged and motivated. Further opportunities to build staff capacity and confidence in the relevant use of digital technology in teaching and learning would benefit learners.
- The quality of teaching across the school is satisfactory. A few teachers increasingly share new and innovative approaches with each other. We discussed with senior leaders ways in which staff can continue to engage in more effective ways of sharing areas of good practice more frequently. A few staff need to build their confidence in trying out new and developing approaches to create a more consistent, dynamic learning environment across the school. Staff are currently developing approaches to assessment, tracking and monitoring that align with the most recent national guidance and expectations. They have correctly prioritised reviewing assessment approaches so that these are more robust and provide information to help learners to progress at the appropriate pace.
- The headteacher and staff are aware of the need to develop a clear understanding of ongoing moderation activities to ensure these lead to a shared understanding of national standards and expectations of achievement of a Curriculum for Excellence level. Wider collegiate moderation activity will also assist teachers in having a clearer understanding of the effective use of assessment. Staff should continue to build on the initial moderation activity that has taken place. This needs to be given a high priority in improvement planning and involve all teachers. Importantly, this should also involve working with colleagues from across the cluster and where possible, more widely. This will allow teachers to apply their samples of their judgements of a Curriculum for Excellence level against national standards with colleagues from various settings.
- Staff gather a range of data around children's progress across a few curricular areas. This includes ongoing information gathered from standardised and diagnostic assessment. As senior leaders develop approaches to tracking and monitoring of children's progress, plans should be developed to support staff to make increased use of data. This will help teachers to evaluate progress and make robust, informed decisions to create interventions that are well-matched to the needs of all children.

## 2.2 Curriculum: Learning pathways

- The school recognises the need to create a curriculum rationale which underpins the design of the curriculum. This will ensure that the curriculum at St Mark's Primary School reflects the local context and aspirations for children. Mirroring the approach to developing the school's vision, values and aims, the rationale should be developed in collaboration with staff, parents, partners and children.
- In supporting the development of the curriculum, staff would benefit from creating an appropriate curriculum overview which is aspirational and creative. The overview should have a continued focus on the local environment and community, and provide clarity in how to organise and plan the curriculum. It should consider how the curriculum is reflected across the four contexts of learning. Further development work is required to ensure a collegiate understanding of interdisciplinary learning which builds on current practice, and provides children with more opportunities to learn in meaningful contexts. Staff recognise the need to develop further a progressive programme for outdoor learning.
- Learning pathways in literacy and numeracy enable children to build on their prior learning and support progression. There now needs to be a range of clear and flexible progression pathways in all curricular areas to ensure children make appropriate progress. As recognised by teachers, these pathways should take account of the National Benchmarks in each curricular area. This will support teachers to develop a shared understanding of standards and expectations across all curriculum areas and help inform achievement of a Curriculum for Excellence level. The school should continue to monitor the impact of their learning pathways on raising the attainment and achievement of all learners.
- Staff recognise the need to develop a progressive and coherent learning pathway for health and wellbeing.
- Children have a number of opportunities to use digital technology to deepen and enhance their learning. In moving forward, the school is aware of the need to develop a whole school strategy in this area. This will ensure children have further opportunities across the curriculum to develop appropriate knowledge and skills in this important area.
- Staff are aware of national guidance in creating opportunities for learning that help children to develop skills for learning, life and work. Moving forward, more work to embed the principles of this guidance will help to build a stronger focus on careers education into wider contexts of children's learning.



## 2.7 Partnerships: Impact on learners – parental engagement

- Most parents who responded to the pre-inspection questionnaires, reported that their child likes being at St Mark's Primary School. The majority of parents are satisfied with the school. Most report their child feels safe and is treated fairly and with respect. Some parents feel their views are not taken into account when changes are made in the school.
- Most parents feel that their child is making good progress at school. Some would like more information about how their child is assessed and how the school can help them develop their child's learning at home.
- The majority of parents who responded to the pre-inspection questionnaires, reported that they are satisfied with the quality of the teaching in the school. They feel staff really know their child as an individual. Some would like more helpful, regular feedback about how their child is learning and developing. They would welcome a review of when information about how their child is doing is shared with them.
- The school uses a range of ways to communicate with parents including leaflets, letters, newsletters, text messages and social media. Parents are invited to attend parents' evenings, curriculum events, open afternoons and school shows. Some parents feel that communication between the school and parents could be improved further.
- The school should continue as planned to develop a robust strategy for parental engagement in consultation with stakeholders. As part of this work, they should develop clear approaches to how parents can become involved in school improvement planning and evaluating the impact of increasing parental engagement on raising attainment and achievement.
- The Parent Council meets monthly and supports the school with a variety of events including the Christmas Fayre, fundraising and organising school discos. Some parents would like to receive more information about the work of the Parent Council.
- The school actively promotes and celebrates partnership working. A group of partners met with inspectors to share their involvement with the school. They are very positive about the school's approach to partnership working, and the impact of partners in improving outcomes for children across the school community. Partners feel that the school values their contribution.



## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

#### Wellbeing

- The school's strategic approach to ensuring wellbeing, equality and inclusion is reflected in its recently developed vision and values. These core values are underpinned by a strong Catholic ethos. They are currently at the early stages of being embedded in the language of the school life. Staff are committed to the wellbeing of children and demonstrate caring attitudes towards them. The wellbeing of most young people is supported by positive relationships with their peers. They show a nurturing sensitivity towards each other. Senior leaders recognise that positive relationships are central to their developing whole school approach to wellbeing which is fully inclusive. This is effectively supported by the restorative approaches which they are embedding. Senior leaders should continue with plans to develop this through a positive relationships policy, further embedding an ethos and culture which is caring and supportive. This ethos is reflected in the school's zero exclusion rate. The majority of children confirm that they can talk to an adult in school about their wellbeing if they have a concern. Most demonstrate positive behaviour across the school and respond positively to staff and visitors. We have asked the school to continue to develop and build relationships between pupils, to address concerns raised by a few children and parents.
- A range of information including knowledge of children's needs through their self-assessment of wellbeing and local contextual data is used to identify support for individuals. The school makes supportive use of a wide range of targeted interventions to support literacy, numeracy and health and wellbeing needs. Plans to introduce a tracking system for health and wellbeing will ensure that those children who would benefit most from interventions can be identified. Alongside careful monitoring of interventions, this will help to maximise positive outcomes for learners and their families. This includes a particular focus on vulnerable groups of children.
- Most children are able to talk confidently about the wellbeing indicators as a meaningful framework for their wellbeing although they are not yet using this language to measure their own progress. They show some understanding of rights based learning and relate this to the creation of classroom charters. There is scope to develop this further, embedding rights education into children's daily lives. This will help the school to strengthen further its inclusive ethos and encourage children to express their feelings further.
- A few children benefit from leadership opportunities such as their very recent role in self-evaluation activities using 'How Good Is OUR School' toolkit. This good practice is helping children to understand that they are a key stakeholder voice which is valued as the school strives for continuous improvement. Children would welcome other opportunities to be responsible for aspects of the whole school. They are encouraged to be active as a community in 'Turbo Tuesday', a whole school event which promotes a physically healthy lifestyle. This creative approach ensures that they receive the recommended two hours of quality PE. Healthy eating is promoted with an understanding of food groups.

- Resilience is being developed through a whole school approach. Children at second level benefit from learning about mental and emotional health and are increasingly familiar with strategies to support positive mental health. The school should continue with its plans to put in place a coherent health and wellbeing curriculum which ensures progression. A robust monitoring and tracking system will help staff to evidence the impact of interventions and plan for next steps.

### **Fulfilment of statutory duties**

- Staff comply and engage with a range of statutory requirements and codes of practice and guidance. This includes for child protection, attendance and exclusions. Senior leaders ensure that care-experienced children are considered for a coordinated support plan. However, a coordinated and streamlined approach to assessing, planning for and meeting the needs of all children with barriers to their learning is required. Additional support plans in place for children with significant barriers to learning need to identify SMART short and long-term targets that are meaningful to them. Almost all staff have benefited from professional learning in some barriers to learning, for example autism. A few would benefit from an increased understanding of the important role of an appropriate learning environment in universal support provision.
- The school meets its statutory duties in relation to Religious Education and Religious Observance. The local parish Priest has a valued role as a member of the extended school team, linking between the school and wider parish community and participating in residential trips.

### **Inclusion and equality**

- The school works effectively with a range of partners to provide targeted support. This includes social and emotional support for children experiencing family separation and bereavement. The school should ensure that its monitoring and tracking system includes evidence of improved outcomes for these vulnerable learners and their engagement in the wider life of the school. Children are able to articulate that specific interventions to support social and emotional wellbeing are resulting in improved outcomes for them as individuals. Senior leaders should also consider building on the nurture room provision, The Bothy, by embedding the nurturing principles across the school community. This would further strengthen its inclusive ethos and support developing relationships. The headteacher is proactive in dealing with concerns related to attendance and late-coming.
- The Religious and Moral Education curriculum and Religious Observance opportunities allow the children to explore issues such as diversity, multi-faith and religious intolerance. Equality and diversity are areas which could be developed further in other learning contexts. This would support children further in developing the skills and understanding required to challenge discrimination and value diversity.
- Senior leaders should continue to review its approaches to the 'cost of the school day' for example use of the breakfast club and attendance at school fayres. Overall, staff should continue to seek ways to ensure equity for all.

### 3.2 Raising attainment and achievement

satisfactory

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

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

#### Attainment in literacy and numeracy

- Overall, children's attainment in numeracy and mathematics and literacy and English language is satisfactory. The most recent collection of data on Curriculum for Excellence levels in June 2018 showed that by the end of P1, the majority of children achieved appropriate levels in reading and writing and almost all in listening and talking. Most children achieved the appropriate level in numeracy and mathematics. By the end of P4, the majority of children achieved appropriate levels in reading and writing and most in listening and talking and numeracy. By the end of P7, the majority of children achieved appropriate levels in reading, writing and numeracy and almost all in listening and talking. There are a few children at each stage across the school who demonstrate the potential to exceed expected levels. In moving forward, more account needs to be taken of children's prior learning in the nursery before starting P1. This will better support children's progress across and beyond early level.
- A range of evidence is currently used by teachers to inform their professional judgements on children's progress and attainment. Staff are beginning to develop their skills in scrutinising and analysing such attainment data. Moving forward, teachers need to ensure that they consider carefully the range of evidence and data they use to enable robust judgements on achievement of a Curriculum for Excellence level to be generated. Further moderation with colleagues from other schools and across sectors will help to support this.

#### Literacy

- Overall, the majority of children are making satisfactory progress in literacy. This evaluation is based on our observations of learning, the sampling of children's work and discussion with focus groups of children.

#### Reading

- At early level, the majority of children are making satisfactory progress in developing knowledge and application of phonics and are becoming increasingly confident in identifying sounds at the beginning, in the middle and at the end of words. The majority of children are engaging well with new texts and are able to answer questions to predict what happens next. They readily contribute to discussion about events, characters and ideas relevant to texts. The majority of children working at first level can read aloud familiar pieces of texts showing understanding and are beginning to use expression. The majority at second level can explain why they prefer particular authors and can make relevant comments about structure, characterisation and setting. As they progress in their reading, children should have more opportunities to develop their higher order reading skills. They should be supported further to apply their reading skills across the curriculum. A few older children feel that the texts used for their reading could be more challenging.

## Writing

- At early level, the majority of children are beginning to write independently to convey meaning. They can attempt to spell familiar words correctly and can use capital letters and full stops correctly in a sentence, most of the time. They would now benefit from more regular and structured opportunities to write and apply the tools for writing. When supported to plan their writing, children at first level can develop their ideas and use appropriate vocabulary. By the end of first level, the majority of children can create a range of short and extended texts for different purposes using appropriate punctuation. The majority of children at second level in writing can recognise appropriate style and format to convey information. There should now be further opportunities for children across the school to engage in writing tasks more frequently and apply their writing skills in different contexts. Children would benefit from more focused feedback which is related more specifically to success criteria. This will help them understand better what they do well and what they need to do to consolidate and improve their writing further.

## Listening and talking

- At early level, the majority of children are demonstrating, across a variety of contexts, an increasing ability to take turns when listening and talking. They can ask and answer simple questions about texts to show understanding. Across first level, most children can contribute their ideas and opinions when engaging with others. Most children at second level demonstrate respect for the views of others and most communicate clearly, audibly and with increasing expression. They can select and listen to spoken texts to find information for a specific purpose. By P7, children can present prepared talks to their peers and are beginning to show awareness of different communication techniques including eye contact, and pace. To improve consistency across the school, a clear progression pathway to support the development of listening and talking skills should be developed.

## Attainment in numeracy and mathematics

- Overall the majority of children are making satisfactory progress in numeracy and mathematics. This is based on observations of learning, the sampling of children's work and discussion with children in classes and focus groups. This session, the school has introduced a revised numeracy and mathematics progression pathway. The use of this should be monitored carefully to ensure it supports the raising of children's attainment further.

## Number, money and measurement

- Across the school, the majority of children are making satisfactory progress in mental agility, where they are able to explain their thinking and demonstrate a range of strategies.
- At the early level, most children can use one to one correspondence correctly to count a given number of objects to ten and can identify, read and write numbers to ten. When measuring objects, they can use the terms smaller/smallest and bigger/biggest. At first level, most children can read, write and order whole numbers to 1,000 and can demonstrate an understanding of zero as a place holder. Most children can tell the time using digital and analogue clocks. A few can use the correct notation for common fractions and can order fractions on a number line. At second level, the majority of children are developing skills in place value, multiplication and division. A few children can work with larger numbers and complete more complex calculations. This is an area of learning where staff should continue to help children to improve their skills. More provision should be made to provide appropriate challenge for children who are working beyond a level.

## Shape, position and movement

- Most children at early level are able to use a programmable toy to demonstrate their understanding of positional language. Most children working within first level can discuss the properties of 2D shapes and identify a few 3D objects. At second level the majority of children

can identify the lines of symmetry for a range of 2D shapes. They can use mathematical language to describe the properties of shapes and locate examples in the local environment. A few children who are making good progress, can discuss the symmetry of 3D objects.

### **Problem solving**

- Focus groups we engaged with expressed enjoyment when presented with challenging problems to solve. Across the school children would benefit from more regular and varied problem-solving challenges which require them to apply their numeracy and mathematical knowledge.

### **Attainment over time**

- Curriculum for Excellence attainment data was provided for the last three years. The school recognises that its attainment data is becoming more reliable with time and therefore current data gathered is not as accurate as it could be.
- The school has plans to introduce a new monitoring and tracking system to track children's progress better as they move through Curriculum for Excellence levels. Staff should continue to develop further their approaches to moderation and assessment to ensure that they are able to make increasingly robust and reliable judgements about children's progress across all areas of the curriculum.

### **Overall quality of learners' achievements**

- Children's achievements are recognised and celebrated through assemblies and displays of individual and class achievements. Children contribute to the school and wider community through activities such as the work to achieve the fourth Eco Schools Scotland green flag. Many children gain confidence from participating in joint projects with neighbouring schools and the local community. For example, 'Champions for Change' and the 'Grow 73' intergenerational project.
- Children are experiencing success across a range of sports and the school has achieved two SportsScotland Gold School Sport awards. The school currently provides children with a wide range of after school clubs and activities where participation rates are high. Children enjoy participating in sporting competitions with other schools and last year the school won the Rutherglen and Cambuslang Sporting School of the Year award. A majority of children gain value from the wide range of clubs and school activities including 'Turbo Tuesday'. P7 children benefit from participating in the achievement of their Pope Francis Faith award. They enjoy an annual residential stay where they work to gain their John Muir Discovery Award.
- All classes experience and develop skills of enterprise through creating and selling items at the annual Christmas Enterprise Fayre. Children in P7 demonstrate responsibility through leadership roles including buddies, the '22 Crew' rota, house captains and vice captains. However, there is scope to extend the range of achievement opportunities for all children across the school, and for greater involvement of the local community with these. The development of a tracking and monitoring system which involves children in planning and identifying skills gained from their achievements would help them to understand how these are progressing as they move through the school.
- The school participates regularly in fundraising activities to support charities such as the National Society for the Prevention of Cruelty to Children (NSPCC), Mission Scotland and the Scottish Catholic International Aid Fund (SCIAF). This is helping children develop a wider understanding of the needs of others in Scotland and across the world.

## Equity for all learners

- All staff know children and their families well and have a good awareness of the socio-economic and cultural context in which they live. They seek to provide appropriate interventions to address individual children's needs. Additional resources, funded by the Pupil Equity Fund, have been introduced to raise attainment in literacy and numeracy. The senior leadership team and staff are aware of the need to monitor and gather robust evidence on interventions and the impact on outcomes for all children.



## Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- In conjunction with colleagues from the cluster denominational secondary school and the wider support services, senior leaders and staff have put in place arrangements to support the range of learners and their families at key points of transition. These are well planned to ensure children's social, emotional and pastoral needs are met.
- Enhanced transition arrangements for children with additional needs to access their learning involve the support and guidance from a wide range of partners and multi-agency approaches. Aspects of nursery transition planning have recently been revised to align with primary to secondary transition planning. These revised approaches to planning offer more meaningful assessment and pastoral information regarding children's needs.
- Staff have created a helpful transition event in partnership with another local Roman Catholic primary school. This results in a trip to Ardentenny for P7 children who are about to move into S1. Appropriate funding arrangements are secured to ensure that all children can take part. The focus of this transitional trip is to build children's awareness and resilience in their social, emotional and wellbeing needs as they prepare to move into secondary school.
- The school works effectively with staff from the associated denominational high school to support transition for all children in P7. For children who require additional support in the P7 to S1 transition programme, liaison and engagement between children, their families and staff from both settings, begins at P6. Enhanced transitions include additional visits for children to the high school so that they become more familiar with key staff in the new setting before making the move to S1. Helpful transition information is shared with secondary school staff around children's pastoral needs, literacy, numeracy and health and wellbeing. Children's most recent achievements of a Curriculum for Excellence level in literacy and numeracy are also shared with secondary school staff, so that children can begin S1 with new learning in a variety of different contexts. A well-established transition programme outlines key events and venues including day visits to the high school. In order to enhance children's experiences into S1, further reciprocal engagement between primary and secondary staff would be helpful in becoming more familiar with what expectations in P7 and S1 learning looks like across both settings.
- As children move through the stages in the primary school, transition arrangements between class teachers at all stages take place at the end of each session. Teachers have devised key criteria to be shared and discussed as children move through the stages. This is carefully prepared through the use of assessment information, pastoral information where appropriate, as well as key information detailing the most effective interventions deployed to support children in all aspects of their learning.
- Senior leaders have correctly prioritised improving approaches to ensuring continuity in learning at all stages. This is enhancing teachers' understanding of progression through Curriculum for Excellence levels. Staff should continue to build on existing transitional arrangements to include curricular transition arrangements with secondary colleagues. This will enable all learners to be challenged and motivated in their learning from the outset into S1 and also build on prior learning.

## 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.