

# Summarised inspection findings

**St Teresa's Primary School**

North Lanarkshire Council

21 May 2019

## Key contextual information

St Teresa's Primary School is a Roman Catholic Primary School. It is situated in St Teresa's Parish, in the community of Motherwell, North Lanarkshire. Its associated secondary school is Taylor High School. In February 2019, the school roll was 241, divided between ten classes.

### 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

- The headteacher demonstrates very strong leadership skills. She is extremely caring and very well regarded by all stakeholders, including members of the local Parish. Along with the principal teachers and staff, she has developed very positive, respectful relationships across the school. She ensures that meeting the needs of all children remains at the core of the school's work on a daily basis, and continues to prioritise improving provision for children across the school and the nursery. The headteacher also provides very effective and valued support to parents and families to empower them to best meet their children's needs.
- Senior leaders, in collaboration with staff, children and parents, created the school vision a few years ago. This is depicted creatively by two 'mascots', Rosie the Rose and Professor Hound. These were designed by the children and are displayed prominently throughout the school. The school vision, although tailored to the context of St Teresa's Primary School, is underpinned by the four capacities of Curriculum for Excellence. There is scope for the school to review its vision more regularly to ensure it continues to take full account of the school's changing context.
- The Catholic identity of the school permeates all relationships, the environment and the curriculum. Gospel values are evident and there is a clear ethos of respect, which supports the wellbeing of children and staff. There are very attractive displays throughout the school, examples of which are the St Teresa's Primary School Catholic education icon and the displays relating to St Teresa. There are also frequent Masses and celebrations, both in and outwith the school. These help staff and children to demonstrate their commitment to their faith. The school plays a key and valued role in supporting its local community.
- Senior leaders engage staff, children, parents and partners regularly in planning for improvement. The school has an effective improvement planning cycle which is built on collaboration, as well as the school's ongoing self-evaluation activities. These include regular meetings between the headteacher and teachers regarding children's progress, classroom observations carried out by school leaders and colleagues, and ongoing moderation of teachers' planning and feedback to children. Self-evaluation activities are used well to inform appropriate school improvement priorities. The school improvement plan has focused on improving attainment, particularly in literacy and numeracy, and improving children's health and wellbeing. This is continuing to have a positive impact on children's progress. The headteacher recognises the need now to focus on improving children's learning and progress in the nursery

class. The headteacher involves stakeholders regularly in evaluating the school's progress in relation to previous improvement planning, making effective use of 'How good is our school 4?'. A very helpful condensed improvement plan is made available for parents, children and partners across the community. This helps them to understand the key messages of improvement quickly and clearly, and reflect on the school's progress. The school improvement plan is balanced well in meeting school and local authority needs. School improvement also takes good account of the school's Pupil Equity Fund (PEF) allocation. Careful planning takes place in the school and in the cluster to develop creative approaches to support children's learning. For example, additional staff are used effectively to support children, and the capacity of staff continues to be enhanced through a range of professional learning. This develops their confidence in working with children who have a wide, diverse range of needs. The impact of these approaches is reviewed regularly to ensure they are having a positive impact on children.

- There is a strong sense of shared leadership in the school. Staff speak very positively about the ways in which they are encouraged and enabled to take on leadership roles. These include leading aspects of school improvement work through staff working groups, and developing and using their skills in a variety of ways to lead school activities. Staff are also working with colleagues at cluster level to share new and effective practice, leading school assemblies, and collaborating with colleagues to improve continuously their practice. During the week of the inspection, staff engaged very well with inspectors, showing their passion and commitment to working collegially to provide positive experiences for all children at St Teresa's.
- Staff also speak very positively about the range of professional learning activities from which they have benefited. These include staff engaging in local authority and school-based sessions delivered by health partners, local authority staff and school staff. Examples include learning related to meeting the needs of children with autism, new approaches to the teaching of numeracy, and moderation approaches. Commendably, teachers are also engaging in further study. This includes the headteacher undertaking the Excellence in Headship programme led by the Scottish College for Educational Leadership (SCEL). These activities have helped staff to develop a better understanding of children's needs and assessment standards, enabling them to support children more effectively. They have also motivated them to think more reflectively about their work, seeking to improve learning and teaching experiences for children on an ongoing basis.
- Children are also given many opportunities to contribute successfully to school improvement, through using and developing their leadership skills. Across the school, children participate in an active pupil council. As part of this work, they communicate regularly with other pupils to ensure that the views of all are heard. This work is at an early stage, though children speak positively about their involvement in the group. Children also take part in a Pupil Improvement Group. Recently, members of this group used How Good is OUR School? to gather children's views on the quality of relationships in the school. This has led to children having a better understanding of how they can contribute to maintaining and developing very good relationships. Children's views are also sought and acted on through 'thinking circles' at assemblies. These lead to children discussing and trying to improve issues which are important to them and to the school.
- Children at P6 and P7 enjoy being given the opportunity to become House Captains and Vice Captains. They also act as buddies for children in the nursery and at P1. This helps them to develop skills in listening to and helping others, and leads to children in the nursery and at P1 feeling more confident. Children at P6 and P7 also act as Junior Sports Leaders and Digital Leaders. Across the school, children are involved in leading a variety of fundraising initiatives. This includes the work of the Missio committee. All children also adopt leadership roles in

classes, helping their teachers to undertake organisational tasks on a rotational basis. Through these roles, their confidence is developing increasingly.

## 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

- There is a very positive, welcoming ethos in the school. This is underpinned by the shared vision and Gospel values which are demonstrated by all members of the school community. Relationships amongst almost all children and between almost all children and teachers demonstrate mutual respect and kindness.
- Most children engage positively in their learning. They behave very well and listen carefully to their teachers and to one another. Their learning needs are being met well. Most children are working at a good pace and are clear about the tasks they are undertaking. At times, as a result of a few lessons being overly teacher-led, a few children are too passive in their learning. On occasion, a few children would benefit from receiving greater challenge to help them learn at a faster pace. Most children show skill and maturity in learning independently when appropriate. They also work well in pairs and groups. Children's learning would be enhanced if they could use digital technologies and a variety of software packages more regularly to deepen and stimulate their thinking.
- Most children are beginning to develop a good understanding about what they are learning. They receive regular feedback from their teachers and from one another, and they engage regularly in discussions about what they need to learn and how they will know if they have been successful. In a few classes, children work effectively with their teachers to decide on what they will learn. Children also benefit from ongoing 'learning conversations' with their teachers. These are helping them to understand and reflect on their learning more knowledgeably.
- All teachers give clear explanations to children to help them understand the purpose of their learning and how they can learn successfully. Most teachers meet the needs of almost all children through providing ongoing individualised support and ensuring that children are working at an appropriate level and pace. The majority of teachers use questioning effectively to develop and deepen children's learning, and to determine their understanding.
- Teachers make appropriate use of a range of assessment information, including daily observation of children's learning, to monitor children's progress and plan their next steps in learning. We have asked them to continue to develop approaches to assessing children's learning, which will help children to reflect on their prior learning more regularly and apply their knowledge and skills across a range of contexts. It will also help children and teachers to develop a better overview of children's learning over time.
- Senior leaders and teachers are beginning to develop a more consistent understanding of standards. They are doing this through engaging regularly in a range of moderation activities with colleagues, in the school and across the Cluster. Through regular dialogue, they are improving their skills in reflection and analysis. Staff should continue to participate in these

activities to further develop their knowledge and understanding of the National Assessment Benchmarks. This will enable them to assess children's progress confidently and consistently.

- Most teachers engage children in 'learning conversations'. This is helping children to develop their understanding of how their skills in literacy and English, and numeracy and mathematics are progressing. This practice should be developed throughout the school to support all children to set appropriate targets for their learning more effectively.
- Almost all teachers adapt their planning regularly, taking account of assessment data to identify ongoing areas of improvement. Almost all staff are becoming increasingly confident in analysing data to ensure that children make good progress in their learning. Through regular planning and tracking meetings with the headteacher, all teachers discuss children's progress in literacy and English, numeracy and mathematics and health and wellbeing. The headteacher and staff agree planned intervention strategies to support children who are not yet making appropriate progress. These are reviewed on a termly basis to ensure they continue to have a positive impact on children's progress.

## 2.2 Curriculum: Learning pathways

- The rationale for the curriculum takes appropriate account of the four contexts of learning as outlined in Curriculum for Excellence, as well as representing the unique context of the school. The curriculum is enhanced by the use of various community partners. Partners provide good input for children, helping them to link aspects of their learning more effectively to real-life contexts. The headteacher's open and welcoming approach with all stakeholders is helping the school to establish and sustain positive links with members of the community. A next step for the school will be to develop its curriculum rationale with the community.
- The school has developed clear progression pathways, based on the National Benchmarks, across literacy and English, numeracy and mathematics and health and wellbeing. These are supporting staff in planning and delivering appropriate programmes and targeted interventions for children. The school is also developing and delivering progressive programmes in science, technology, engineering and mathematics subjects and modern languages. The headteacher recognises the importance of continuing with plans to introduce progression pathways across all curricular areas.
- The headteacher has also identified the need to provide increased opportunities for play-based learning across early level. This work should enable opportunities for staff in both the nursery and P1 to work collaboratively to develop a shared understanding of expectations across the level. Professional learning linked to pedagogy will support staff in their understanding of how children's experiences can be developed in this area. Opportunities to develop outdoor learning should also be considered.
- Some children are designated as 'digital leaders'. The school is beginning to use them to develop the skills and confidence of children and staff in using information technology (IT). For example, they are learning how to use word processing, and construct spreadsheets and powerpoints. Whilst children are using digital technologies and a variety of software packages to enhance their learning in a few subject areas, this is not yet consistent across the school.

## 2.7 Partnerships: Impact on learners – parental engagement

- St Teresa's has an active Parent Council which works in partnership with the headteacher and her team to support the work of the school. The Council provides an open forum for the wider parent body to highlight issues which they may wish to raise. The Parent Council is consulted on key areas of school improvement, including the school improvement plan and plans for the use of the school's PEF allocation. It also raises funds to support the work of the school.
- The school communicates effectively with parents. Parents access school information readily through social media, as well as through ongoing dialogue with staff and online newsletters. Snapshot jotters, regular reports and information evenings also help to keep parents informed about their child's progress.
- Arrangements for transitions are embedded well, offering effective support to those moving from the nursery into P1 and from P7 into secondary school. Parents speak positively about the school's arrangements for transition. In particular, they highlight the time offered to pupils for familiarisation of their new environment and the extensive support offered to parents by staff to ensure that they are able to support their children well. Parents also appreciate the information evenings which are supported by external partners. These help them to understand the specific support needs of individual children. The headteacher and staff are fully committed to improving parental engagement further and plan to build on the school's existing provision.
- A number of parents give of their time and expertise to support children. This includes parents assisting children with their learning on a one-to-one basis and leading a variety of school activities.



## 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 local authority.

### 3.1 Ensuring wellbeing, equality and inclusion

excellent

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 wellbeing of children is a very high priority for the headteacher and staff across the school. It is central to all relationships and communication, contributing very effectively to the establishment of an ethos which is underpinned by respect. Staff and children display high levels of respect, care and kindness consistently for each other and for all school visitors.
- There is a very strong commitment to the development of children's health and wellbeing through the curriculum. Staff have developed, and are using, health and wellbeing planners to ensure that there is appropriate coverage of the Curriculum for Excellence experiences and outcomes linked to each of the wellbeing indicators. They are doing this across year groups and levels to ensure that children's experiences are comprehensive and well-balanced. Staff are also grouping together combinations of experiences and outcomes which are linked to the wellbeing indicators. This is helping them to plan effective interdisciplinary learning, and enriched, varied learning experiences for children. Overall, teachers are demonstrating confidence in planning progressive learning experiences linked to the health and wellbeing curriculum.
- The wellbeing indicators are very evident in classes across the school. Children, including those in the nursery, understand the wellbeing indicators and what they mean for them. They are able to identify and articulate their strengths in relation to each of the indicators.
- Children receive regular high-quality physical education, in which they experience a variety of different activities. This is motivating them to develop their fitness. Children are also benefitting significantly from engaging in targeted discussions about what a healthy lifestyle might look like in their context and how they can look after themselves. The school has encouraged the involvement of family members and external agencies in the health and wellbeing curriculum. This includes local footballers. Children are very motivated by their input, which is helping them to improve their physical health, as well as to understand important social issues relating to the school's wider context. The school is keen to encourage more partners and families to make a valuable contribution to the health and wellbeing curriculum.
- Children feel safe, healthy, active, nurtured, achieving, responsible, respected and included. This was evident in dialogue throughout the inspection, as well as in the pre-inspection questionnaires. Most children say the school helps them to feel safe, to respect and understand other people, and to lead a healthy lifestyle. They also say that staff treat them fairly and with respect. Children also talk confidently about the importance of making good choices on their health, and enjoy learning about these in classes. To improve children's wellbeing further, the school has been proactive in sharing very helpful information with parents about the importance of good attendance and timekeeping, as well as the amount of sleep which developing children require. School staff also engage very regularly in dialogue with

parents about specific issues related to maximising individual children's health and wellbeing, and ongoing learning.

- The school has established a breakfast club at the beginning of the day to support children's readiness to learn. This is well attended. The extremely nurturing environment is appreciated by parents and their children. Approximately 40 children attend the club daily. Children are given a warm, comfortable and supervised place to sit with their friends, along with a nutritious snack and a variety of games to play. The school seeks to ensure that all children can attend this club if they wish.

### **Fulfilment of statutory duties**

- The school fulfils all of its statutory duties by following national advice, guidance and legislation.

### **Inclusion and equality**

- There is an outstanding ethos of inclusion in St Teresa's. This is a significant strength of the school. Senior leaders and staff know children and their families extremely well. Senior leaders make a point of being visible and available to them at the beginning and end of each day. As a result, parents feel confident to speak to senior leaders and have developed very trusting relationships. They know that the headteacher will always do her very best to help them with any issues which impact on children and their families. The headteacher values all children and staff, reminding them regularly that they have an important role to play in the life and work of the school.
- The school supports children who require additional support with their learning very successfully. Senior leaders and key staff ensure that all teaching and support staff benefit regularly from updated information about children's health and wellbeing needs, as well as their learning needs. They discuss the information with senior leaders and work collegially to ensure that they continue to improve and maximise outcomes for all children. Throughout the school, children's ongoing needs are met exceptionally well. Excellent targeted support is offered to them through careful planning, which includes the setting of appropriate learning targets, and ongoing monitoring and review of their progress. The school is using the Getting It Right For Me (GIRFme) approach well to ensure that children's needs are met. Planning for children who require additional support with their learning involves regular discussion between teachers, children and their parents. There is also regular discussion between school staff and partners. Children's individual needs are discussed formally by the headteacher and class teachers on at least a termly basis.
- The school's work with parents of children who require additional support with their learning is exceptional. Parents have great confidence that the school will meet their child's needs. Almost all parents agree that their child likes being at the school, that staff treat their child fairly and with respect, that the school knows their child as an individual, and that they would recommend the school to other parents. They particularly appreciate the way that all staff engage in regular professional learning to increase their capacity to meet the children's needs. The school's work with partners is also very strong. Senior leaders and staff work closely with a wide range of partners to meet children's additional support needs. Very appropriate interventions are agreed and provided which enable children to access their learning very effectively. These partners include social work, external training organisations, school nurses, and the Early Learning and Communications Transitions Team (ELCaT). Partners say their work is valued and appreciated by the school.
- The school has put in place an ever-increasing range of extremely effective interventions to help children develop their skills and become more resilient. Many of these have been supported through the PEF. These include drawing and talking therapies and input linked

specifically to bereavement. Children who spoke to HM Inspectors confirmed that they find these programmes very helpful. They appreciate the very sensitive way that staff work with them, allowing them to make progress at their own pace. This includes them making progress with their learning and, at times, working through complex and challenging personal situations with someone they can trust and talk to.

- The headteacher has shared many aspects of the work of the school through various communications in the local authority. For example, she has recently shared the way in which the school has used its Pupil Equity Funding to provide well-planned strategies for continuing to empower parents. The local authority has asked the school to share further its work with colleagues, in relation to the creative way that it provides interventions to support children, such as drawing therapy. This will take place in the coming months at the local authority learning festival. The headteacher and staff look forward to continuing to share aspects of the excellent provision at St Teresa's more widely.

## 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

- The overall attainment in literacy and numeracy is good. Most children are achieving appropriate Curriculum for Excellence levels. Children requiring additional support with their learning are making significant levels of progress from their prior levels of achievement.
- Children's attainment, shows that by the end of P1 most children achieve early level in reading, writing, listening and talking and numeracy. By the end of P4, most children achieve first level in reading, writing, listening and talking and numeracy. By the end of P7, most children achieve second level in reading and listening and talking, and the majority of children achieve second level in writing and numeracy. The school predicts that most children will achieve the appropriate Curriculum for Excellence levels for literacy and numeracy in the coming year. The inspection team is confident that the data provided by the school is accurate in illustrating children's progress.

### Attainment in literacy and English

- The school's approaches to raising attainment in literacy and English are resulting in most children making good progress from their prior levels of attainment. A few children are exceeding this and developing their skills very well.

### Listening and talking

- Overall, attainment in listening and talking is good with most children attaining expected Curriculum for Excellence levels. Across the school, most children listen well to teachers and to one another. They talk confidently and articulately to visitors and are proud to talk about their school and their learning. At early level, most children listen well and respond to others appropriately. They follow simple instructions and are beginning to use appropriate body language when listening to others. Most children recount experiences and stories in a logical sequence. At first level, most children listen and respond appropriately to others in a respectful way. They communicate clearly and audibly and contribute well to whole class and group discussions. At second level, most children contribute relevant ideas and give opinions when engaging with others. They build well on contributions of others by offering supporting ideas. They communicate clearly and audibly across a variety of contexts and use suitable vocabulary.

### Reading

- Overall, attainment in reading is good. Most children achieve the expected level at the appropriate stages. At early level, most children engage well with text which is read to them. They use their knowledge of sounds and letters to read words. At first level, children explain confidently a preference for a particular text or author giving reasons for their response. Most children show an understanding of familiar texts and read fluently. They identify the main features of a text and can discuss its structure. At second level, most children read with fluency, understanding and expression using appropriate pace and tone. They explain their

preference for a particular text giving reasons linked to the writer's style. They identify the main themes of a text and give relevant supporting information relating to character, setting and structure of the text.

## **Writing**

- Overall, attainment in writing is good. Most children at all levels achieve the expected levels. Across the school, children have regular opportunities to write across a variety of genres with relevant links across the curriculum. At early level, most children form lower case letters correctly and retell the main ideas relating to their writing. The majority of children write sentences independently using capital letters and full stops. At first level, children are developing their understanding of sentence structure, the use of connectives and basic punctuation. Most children structure their writing in a logical order and include relevant information. At second level, most children have a good understanding of the structure of different genres and use this effectively to share their thoughts and ideas. They use appropriate language to suit the purpose and audience of their writing.

## **Attainment in numeracy and mathematics**

- The school's approaches to raising attainment in numeracy and mathematics are resulting in most children making good progress from their prior levels of attainment. A few children are exceeding this and developing their skills very well. Teachers are developing children's problem-solving skills well, as well as their skills in using a range of strategies to help them make accurate numerical calculations.
- The school has a clear strategy for improving children's attainment in numeracy. This is leading to carefully targeted interventions, particularly at the early level and first level.
- More purposeful end-of-unit assessments and assessments which enable children to demonstrate their prior learning more effectively in different contexts are also contributing to improved performance in aspects of numeracy and mathematics.

## **Number, money and measurement**

- Most children working at early level are developing a good sense of size and amount without counting. They also count up to 20 with ease and are learning to count backwards from 20. They show a good understanding of number. Most children working at first level are able to perform mental calculations of addition, subtraction, multiplication. They are not so confident in using division. Most children working at first level can explain what a fraction is using pictorial representations. They now need to develop their knowledge in relation to fractions further. They tell the time using analogue and digital clocks confidently. They would benefit from revising how to calculate change accurately from a given sum of money. Most children working at second level have a good understanding of many aspects of number, money and measurement. They perform mental calculations of addition, subtraction, multiplication and division quickly and accurately. They also demonstrate a secure knowledge of fractions, percentages and decimals and convert easily from one form to another. Most children at this level also show a very good awareness of money. They can compare costs and talk knowledgeably about the benefits and risks of using bank cards.

## **Shape, position and movement**

- Most children working at early level are developing a good knowledge of two-dimensional shapes. Most children working at first level are able to name and identify two-dimensional shapes and three-dimensional objects. They are also beginning to use mathematical language well to describe the properties of these. Children at this level also have a good knowledge of the compass points. The majority of children working at second level are developing a good understanding of angles and symmetry and are beginning to develop their knowledge about the link between the eight compass points and angles.



## Information handling

- Most children working at early level are beginning to match and sort objects with ease. Most children working at first level are developing an understanding that different methods can be used to display data. However, they are not yet confident in knowing how to use these methods. Most children working at second level have a very good understanding of how to collect, organise and display data in appropriate ways.

## Attainment over time

- The school provided attainment data for literacy and numeracy for the past three years. It also provided up-to-date information regarding the current session. The school predicts that children's attainment is continuing to improve. As a result of a range of inspection activities, including classroom observations, the inspection team is confident that the data provided by the school is accurate in illustrating children's progress. The school is not yet in a position to provide similar data for other curriculum areas.
- The school has effective systems in place to track and monitor the progress of all children across literacy, numeracy and health and wellbeing. These are leading to staff using appropriate interventions to meet all children's needs.
- Senior leaders, as well as colleagues in the cluster and associated secondary school, recognise that the school's attainment data for literacy and numeracy has become more reliable through teachers developing increased confidence in making robust professional judgements about achievement of a level. Teachers engage in considerable professional learning activities with colleagues to share national assessment standards and moderate children's achievement of Curriculum for Excellence levels.

## Overall quality of learners' achievement

- Children are given many opportunities to achieve. These are provided through a wide range of leadership opportunities, ongoing work with partners, clubs and activities, and school trips.
- Older children speak very positively about the team-working and communication skills they have developed through their visits to the 'Sky Academy'. They are able to articulate how these link to their learning in class. Additionally, children value their involvement in the Sportscotland Award and the Pope Francis Award. Partners and members of the community support children in these awards. They speak enthusiastically about how children from St Teresa's participate and the contribution they make to the local community. Children also participate regularly in the Glasgow Music Festival, achieving much success, and in various fundraising initiatives. Children have demonstrated their respect and care for others through raising and donating significant sums of money to local and international charities.
- Children's achievements are celebrated regularly through house assemblies. They are also displayed on noticeboards throughout the school, and shared across the community through social media. Teachers present class awards and trophies for 'star' pupils', which children value. Recently-developed snapshot jotters are also enabling children to share their learning and achievements more widely with parents. The school should now consider how these jotters could incorporate children's achievements outwith school. This would allow children to reflect more fully on the range of skills they are acquiring.
- Staff and partners track children's participation in sports activities to ensure that all children are recognised for their participation. Using this information, children on the sports committee and staff identify target activities which ensure that the needs of different groups of learners are met. A next step for the school will be to track the skills that children are achieving more widely through their involvement in all activities, in and outwith the school.

## Equity for all learners

- All staff have a clear, shared understanding of the socio-economic background of their school population. Staff describe the various strategies they adopt to continue to raise attainment for all children. The headteacher leads meetings regularly with all teachers to examine the progress of children across the school. This information is monitored on a termly basis to examine the impact of different interventions on the learning of individual children. The school should now begin to track the progress of groups of learners more systematically. This will lead to staff having a better overview of how the school's strategies for closing the attainment gap are having an effect on raising children's attainment.
- The headteacher uses Pupil Equity Funding well to reduce barriers to children's learning. The plan focuses on increasing staff capacity to build strength across the school team, and improve a range of school resources, including digital resources. These are enabling increased targeted support to be provided for children in literacy, numeracy and health and wellbeing. Interventions related to the PEF are improving the attainment of a few children considerably. Senior leaders consult the Parent Council regularly concerning how the school may best use the school's Pupil Equity Funding.



## Choice of QI: 2.4 Personalised Support

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

- universal support
  - targeted support
  - removal of barriers to learning
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- Very positive relationships and high standards of behaviour are evident throughout the school. Teachers know all of the children in their classes very well and use a range of effective strategies to support individuals with their learning. Universal supports are available for all children. These include working with children individually and in small groups, engaging children in a variety of well-structured class activities and encouraging children to develop skills in research and analysis through independent learning. These successful approaches support individual learning styles and sustain children's interests very well.
  - Support staff are empowered and very confident to provide appropriate support for all children in class. They have regular meetings with teachers to ensure that they are very familiar with children's needs. The contribution made by support assistants to class lessons, group activities, and the provision of individual support is highly valued by parents, teachers and leaders. These key members of staff participate enthusiastically in a range of professional learning opportunities related to, for example, autism awareness, numeracy interventions and language development. They welcome the opportunity for career-long professional learning to maximise their effectiveness in supporting children.
  - Staff use a range of appropriate strategies confidently to support all children, including 'check-ins', verbal reassurance and ongoing support for their learning. Children appreciate the ways in which all staff work with them to help them be successful.
  - Staff give children regular feedback on their learning. They also work very closely with them to ensure that they have ongoing, individual learning targets. This enables children to develop a better understanding of their learning. Learning conversations take place regularly between teachers and children. Information about children's progress is shared with all parents through regular, helpful reports. Almost all parents agree that information is timely and helpful.
  - The school has very clear and appropriate systems in place to meet children's needs. All class teachers have regular opportunities to discuss children's progress with the leadership team and with colleagues. They determine specific resources and interventions to support children's learning.
  - GIRFme plans are developed very well by class teachers, in collaboration with children. Parents views are also sought on these regularly. The assessment of wellbeing is a core feature of GIRFme planning. Children show knowledge and maturity in articulating enthusiastically their understanding of the wellbeing indicators and how they relate to them.
  - A clear staged-intervention process ensures that children receive appropriate support to best meet their needs. Child planning meetings ensure that barriers to learning are identified carefully, and minimised through putting in place appropriate interventions. The school works

very well with key partners, including the local authority support team and children's services, to provide specific targeted support for children and families where necessary.

- The school has used its money linked to the PEF very well to help families better access resources and materials to support their children, particularly those who have additional needs. The school recognises the impact of financial hardship on children's education and their access to opportunities for learning and wider achievement. The school has a wide range of measures in place to address all financial barriers to raising attainment and achievement.
- Information is shared effectively with staff and wider partners about specific children's needs and all barriers to learning that exist. Parental permission is sought to share appropriate and proportionate information with key professionals in order to improve outcomes for children.
- Children who experience social and emotional difficulties are extremely well supported in the school, through interventions such as 'Seasons for Growth' and drawing and talking therapies. The very strong relationships and trust that staff build with the children in their care helps to support their emotional wellbeing very well.

## Practice worth sharing more widely

- There is a very strong ethos of inclusion, which is improving the learning experiences of all children in this school. This is a significant strength of the school. Senior leaders and staff know children and their families extremely well. They make a point of being visible and available at the beginning and end of each day. Parents appreciate this and are clear that the headteacher will do her best to help them with any or all issues they may have. The school's practice is outstanding in encouraging and ensuring the inclusion of children who require additional support with their learning in classes, wherever possible. The school works regularly, and very effectively, with parents and other partners to plan learning and experiences for children which meet their additional needs. The school has also put in place an ever-increasing range of very effective approaches to help children develop their skills and become more resilient. Children find these programmes extremely helpful and appreciate the very sensitive way that staff work with them, allowing them to progress at an appropriate pace. Finally, all staff show a willingness to engage in significant professional learning. This is enabling them to meet the needs of all children very effectively, supporting them fully in their 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.