

Summarised inspection findings

St Bride's Primary School

Glasgow City Council

23 May 2023

Key contextual information

St. Bride's Primary School is a Roman Catholic school situated in Govanhill, Glasgow. The headteacher has been in post for three years. She is supported by a senior leadership team comprising of a substantive depute headteacher, an acting depute headteacher, and acting principal teacher.

At the time of inspection, there were 241 children across eleven classes on the school roll. Most children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 3. In September 2021, 35% of children were registered for free school meals, which is above the national average.

In September 2021, the school reported 80% of children had additional support needs. Almost all children who attend the school have English as an additional language (EAL). A significant number of children join, and leave, the school population each year. Attendance is generally below the national average. Many parents take children back to their country of origin for extended periods of time which impacts on children's regular attendance at school. Over the last two academic sessions, there have been significant changes to staffing across the school.

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

- The headteacher provides effective leadership to the school. She is highly respected by staff, children, parents and partners across the school community. The headteacher is supported ably by a strong senior leadership team. They work effectively with staff to ensure all children experience a nurturing and highly-inclusive school ethos. Children feel valued and respected by the caring, positive relationships they have with all adults in school.
- Senior leaders undertook an extensive review of the school's vision, values and aims following the COVID-19 pandemic. They worked well in partnership with staff, parents and children to complete this. Children identified very appropriately the desire to recognise the school's cultural diversity as a unique feature. The school community included it in the school vision, as a result. Staff created an effective school motto "In St. Bride's, we shine", incorporating the SHINE values of safe, happy, included, nurtured and equal. Senior leaders explore the school values frequently and meaningfully during assemblies. Staff also use a helpful points system, rewarding children who show positive values. Almost all children demonstrate the school values well and can discuss how they fulfil them regularly, as a result.
- Senior leaders have created a well-planned calendar of activities to review the quality of the school's work. They follow this calendar rigorously. Senior leaders gather information from lesson observations, questionnaires and focus groups. They meet with teachers to review children's progress in learning. Senior leaders use the information gathered from these activities successfully to help identify appropriate school improvement priorities.

- The school improvement plan identifies appropriate priorities for the current session. These include continuing to develop high-quality learning, teaching and assessment, raising attainment in literacy and numeracy, and enhancing inclusive practice. All staff support these improvement priorities well by taking part in, or leading, staff working groups. Staff should continue to develop the approaches they use to measure the impact of working groups on improving outcomes for children.
- Senior leaders should develop further the role of all school community members in identifying, implementing, and measuring the impact of improvement priorities. Senior leaders and staff should continue to develop aspirational targets which the school community can work together to achieve. This includes a strategic and coordinated plan to improve children's regular attendance at school.
- Staff take part in well-planned career-long professional learning (CLPL) opportunities, provided by the school and local authority. They apply knowledge well to support children further in their learning. Senior leaders have introduced a Collaborative Enquiry Process (CEP) to support teachers to work together to develop and embed features of highly-effective learning, teaching and assessment. CEP is helping teachers to develop their practice. Senior leaders have well-considered plans to embed learning trios as a next step. This approach will allow teachers to identify a focus and observe and share practice with each other. Senior leaders, staff and children should continue to develop an agreed school learning, teaching and assessment standard. This will help develop further a shared understanding of high-quality learning and teaching across St. Bride's Primary School.
- Senior leaders support all teachers to engage meaningfully with annual staff professional reviews. Teachers link their development plans effectively to the General Teaching Council for Scotland standards and the school improvement plan. Almost all staff demonstrate a strong commitment to self-reflection and improving their practice. Senior leaders should ensure professional reviews and staff development plans capture how all staff are developing their leadership skills and capacities. They should also ensure reviews and plans capture the impact this work is having on improving outcomes for children.
- All staff have a clear understanding of the social, cultural, and economic context of the school. Staff address effectively the significant challenge of meeting the needs of high numbers of children with EAL. They work collaboratively to review children's language acquisition skills and adapt their teaching approaches. This ensures all children progress with their learning and achieve appropriate milestones. Senior leaders use Pupil Equity Funding (PEF) effectively to employ staff to provide targeted support for children in literacy, numeracy and health and wellbeing. Staff can show how children living in poverty are making accelerated progress due to additional support and interventions.
- Almost half the children have a positive leadership role in their school. They enjoy taking on responsibility as pupil council representatives or as digital ambassadors. They recognise and are proud of the positive contributions they make to their school community.

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's vision, values and aims, which incorporate well the Gospel values, support a positive climate for learning. Children are polite, friendly and motivated to learn. Staff have a very good understanding of the unique and diverse context of the school and the challenges families face. Staff know children well and are responsive to their individual needs. They have created a calm, nurturing and purposeful learning environment. Staff share and celebrate children's work effectively across the curriculum in a range of positive ways.
- In most classes, children engage purposely with well-planned learning experiences. In almost all lessons, staff meet the needs of children well. Teachers do this through carefully-planned tasks, their conversations and by providing appropriate resources. Staff skilfully support children who are new to English, and at varying stages of language acquisition. They include all children fully in learning and provide appropriate support to ensure children can progress in their learning.
- In most classes, teachers encourage children to ask and answer questions to show their understanding of learning. A few children can explain successfully why learning is relevant and meaningful to them. In most classes, a few children would benefit from greater challenge in their learning. Senior leaders and teachers should consider how they identify and support learners who require this additional challenge.
- Children in P1 and P2 experience rich opportunities for learning through play regularly. Teachers research and plan carefully these opportunities, as detailed in their 'Playful Pedagogy Policy'. The policy highlights the benefits of free flow and teacher-directed play. Teachers plan experiences which are relevant to children's stages of development and interests. They link play well to previous and current learning. Teachers plan next steps and assess children's progress in developing social skills and language, through observations of play. Teachers should continue to further develop play across the school, including playing in outdoor spaces.
- Children have a few opportunities for personalisation and choice in learning, such as through play in the early years of primary. Senior leaders identify appropriately that all children should have more opportunities to lead aspects of learning and demonstrate independent learning skills. For example, learners could choose contexts for learning, decide how to present their learning, or self-select from a range of resources to support their learning.
- Overall, the quality of learning and teaching is good. Teachers share effectively the purpose of learning in almost all lessons. Children know what they have to do to be successful learners. In a few classes, teachers involve children in creating measures of success. They would benefit from more opportunities to do this across the school. Most teachers link new learning successfully to prior learning. All staff provide children with clear instructions and explanations

which allows children to complete tasks confidently. Most teachers use questions well to check that children understand what is expected from them. A few teachers use skilful questions to prompt children's higher order thinking skills. Most teachers provide children with regular opportunities to reflect on their learning and next steps.

- All children have access to digital technology, including shared or individual tablets. Most children use technology confidently to access, enhance and support their learning. Teachers use interactive whiteboards effectively in class. A few teachers use digital technology creatively to enhance children's experiences. This practice should be shared and embedded across the school. Staff should consider how to continue developing children's digital skills as they progress through the school. Children and staff use the school's digital platform effectively to share learning and homework with families.
- Most teachers provide appropriate feedback to children on their learning. This includes written and verbal feedback during learning activities. Children would benefit from increased opportunities to self and peer assess their work. Senior leaders recognise the need to support teachers to develop the consistency and quality of feedback for children. Teachers' feedback should identify clearly what steps children should take to improve their learning.
- Senior leaders have created a helpful assessment framework. This includes formative and summative literacy and numeracy assessments, and opportunities for assessment across the curriculum. Staff ensure assessments are planned using National Benchmarks. Senior leaders and teachers should continue to develop further high-quality assessments. Assessments should challenge children to show their understanding and apply skills in new and unfamiliar situations.
- All teachers take part in appropriate moderation activities with colleagues from other schools and as part of the regional collaborative. This collaboration is leading to teachers having a shared understanding of progression within and across Curriculum for Excellence (CfE) levels. It is also improving teachers' confidence when making professional judgements. The headteacher recognises the need to offer teachers more frequent opportunities to engage in moderation activities within and outwith the school. This will enhance further teachers' ability to determine accurately children's achievement of a level.
- Teachers plan together collaboratively which supports progression in learning for children. Teachers use progressive learning pathways constructively to plan for breadth and depth across the curriculum. They ensure planning takes account of the needs of all children and includes opportunities to revisit and build on prior learning.
- The headteacher has improved the approaches used by teachers to track children's progress in learning. Teachers are using the 'fact, story, action' model to examine in detail the progress and needs of individual children. Teachers consider children's barriers to learning, tools to support progress, interventions and measures of success systematically. This is leading to a greater understanding of children's progress and helps teachers plan more comprehensively to meet the needs of individuals. Although in the early stages, this approach is effective and is improving teachers' ability to analyse and use data purposefully.

2.2 Curriculum: Learning pathways

- Senior leaders and teachers are currently developing a refreshed curriculum rationale for the school. Their aim is for the rationale to capture the unique context of the school and link successfully to the school vision, values and aims. Staff have appropriately sought children's views to inform this work. They plan to engage with parents as an important next step. Staff have prioritised correctly literacy, numeracy, and health and wellbeing in the recovery period following the pandemic. The refreshed curriculum rationale provides clear, progressive pathways for those curriculum areas, helping staff to plan and build on prior learning. Staff now need to ensure the rationale includes all areas of the curriculum. It should consider how the curriculum meets the needs, diversity and aspirations of all learners.
- A clear digital learning strategy provides teachers with guidance on using digital tools to enhance learning. Senior leaders plan appropriately to extend the use of digital technology, with a focus on coding. It will be important to involve the digital ambassadors in this work.
- Across the school, children experience a progressive learning pathway in religious education which is linked to the Gospel values.
- Children receive their entitlement to two hours of high-quality physical education per week. They enjoy opportunities to take part in clubs, activities and trips which develop their physical and mental wellbeing.
- Teachers are at the early stages of developing approaches to providing high-quality outdoor learning experiences for children. In the early years, teachers use the school grounds and local community well to allow children to learn outdoors. Staff now need to research and develop a progressive outdoor learning programme which meets the needs of all children.
- Staff have a well-developed transition programme which supports children as they move from primary to secondary education. This includes enhanced transition for children who require additional support. Staff work effectively with partners to deliver this programme.
- Children who are joining the school in P1 have opportunities to visit the school and staff provide a range of transition opportunities. This is important particularly for families whose children have not had a nursery placement. Staff use these valuable events to gather information and plan the support children and families require.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and community partners are very positive about the school. Staff develop positive working relationships with parents. Parents feel welcomed and included in the school community. Senior leaders work effectively with a range of partners to ensure families access appropriate advice and support. Parents value opportunities to take part in classroom activities with their child. These opportunities support their understanding of how children learn. Well-considered family learning opportunities have a positive impact on children's progress and empower families to support their children with their learning. Staff and partners offer successful parental learning opportunities to enhance parents' skills, including English for speakers of other languages (ESOL) and employability. These opportunities are having a significant impact on the life chances of families. Parents value them highly.
- The Parent Council organise fundraising activities enthusiastically to enrich children's experiences. They meet regularly with the headteacher and represent parent's views on different issues. Senior leaders have well-considered plans to develop parents understanding and involvement in self-evaluation and school improvement planning processes.
- Parents are positive about the approaches staff use to keep them informed about the work of the school. They appreciate staff using creative solutions to address language barriers and ensure all parents are updated.

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

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children benefit from the nurturing and inclusive ethos embedded across the school. Staff use the whole school nurturing principles very confidently. Almost all children feel safe and valued in school. They can identify adults they can speak to if they need support. All staff understand the context of the school community very well. They know children as individuals and foster caring, respectful relationships with them.
- Almost all staff and children have a well-developed, shared understanding of the importance of wellbeing. Senior leaders and teachers make skilful reference regularly to the wellbeing indicators during assemblies and learning. Teachers use daily wellbeing check-ins to identify where children may need support. Teachers also complete wellbeing questionnaires to monitor the wellbeing of children regularly and use this information to help them plan the health and wellbeing curriculum. Children understand the relevance of the wellbeing indicators to their lives, both in and beyond school, as a result. Children speak confidently about what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Children identify confidently the actions they can take to live healthy and active lives. They speak knowledgeably about the importance of a healthy diet, and the positive impact of regular exercise. Children value and enjoy opportunities for physical education and access to activities that encourage them to be active. They would like more clubs offered across the school.
- Children take on positive leadership roles relating to aspects of wellbeing, inclusion and equality. A few children are playground pals, supporting younger children to resolve disagreements positively. The Rights Ambassadors pupil group use suggestion boxes to gather the views of all children. This has led to improvements suggested by children, such as more playground resources, a new approach to the house points system, and a prayer room being created. Children feel respected and responsible, as a result. Staff should continue to increase opportunities for children to lead on aspects of wellbeing, inclusion and equality.
- Staff have developed significant partnership working with other agencies and specialists which results in positive outcomes for children. Children's wellbeing and learning needs are very well met as a result of this support.
- Staff understand fully and meet their statutory responsibilities in relation to wellbeing, equality and inclusion. The school's approaches are embedded in legislation and national guidance, such as Getting it Right for Every Child. Staff meet confidently their obligations in relation to child protection, safeguarding and meeting the additional support needs of learners. Children who are care-experienced are considered for a coordinated support plan. Senior leaders should ensure this is recorded systematically when reviewing a child's support.

- The school submitted self-evaluation information related to compliance with the Nutritional Regulations and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (the Act). Health and Nutrition Inspectors discussed this information with relevant staff and children. In addition, inspectors examined a sample of documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the catering provider.
- Senior leaders have effective systems for planning and checking the support and progress of children who require additional support with their learning. This includes identifying, reviewing and evaluating targeted support for children. Staff use the wellbeing indicators effectively to ensure the whole child is considered when identifying needs. Support plans include appropriate targets for addressing individual children's barriers to learning. Plans record children's and parents' views where they have been sought. Staff identify effective interventions to address children's needs. Children's barriers to learning are addressed appropriately, resulting in improved outcomes for children.
- Senior leaders have reviewed the support for children with EAL. Teachers in the EAL department spend more time in classes working collaboratively with teachers providing support. This ensures teachers are confident and supported to plan and deliver learning which meets fully the needs of all children. Teachers in the EAL department also provide targeted interventions to help children develop their language acquisition skills. Senior leaders should continue to review, adapt and develop further the EAL department.
- Staff in the nurture base provide high-quality targeted support for children. This support ensures children are ready to learn and wellbeing needs are addressed. Staff track children's progress effectively. They evidence improvements in children's resilience and relationship skills. Staff also provide children with group support to help them with self-esteem.
- Groups of staff have taken forward priorities to make the school even more inclusive. This includes developing a language and communication friendly environment. Staff use visual displays very well to support children who are developing language acquisition to communicate and interpret information. They also use videos of children demonstrating aspects of school life. This ensures all children feel included. Staff have worked together to develop a shared understanding of children's rights. Most teachers use meaningful classroom charters which establish an agreed set of rights-based principles to support a positive learning environment. Children are beginning to develop confidence in discussing their rights. Children would benefit from further opportunities to learn about children's rights in real-life and relevant contexts.
- A key strength of the school is staff's well-developed approaches to promoting equality and diversity. Staff recognise and celebrate very well the cultural diversity of the school community. They encourage children to regularly share information about their cultural heritage during learning, assemblies and whole school events. Children speak very positively about their ability to recognise and value difference and challenge discrimination, as a result.
- A few children act as language ambassadors, where they translate for parents and other children when they join the school. Other children are reading ambassadors, reading to younger peers in their home language. The school selects a language of the month and children learn about the different languages spoken within their community. Staff and children organise whole-school events with parents when they celebrate cultural and religious events and holidays. They offer children the chance to play games, take part in activities and sample food from different world locations. Children have a strong awareness and respect for different cultures and beliefs. They recognise how staff help them to better understand and respect others.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children are making good progress in literacy and English and numeracy and mathematics. Almost all children have EAL and most are new to English or at an early stage of language acquisition. Senior leaders and teachers gather robust data showing the positive progress of most children. Teachers use a wide range of assessment data effectively, including diagnostic and standardised assessment, to measure progress and identify children who require additional support.
- Teachers use information gathered about the progress of children and their highly inclusive school ethos to seek to address context specific factors. These include: supporting children's varying degrees of language acquisition, high levels of regular absence from school, frequent changes to the school roll, and challenges in engaging some parents with their child's learning due to language barriers. Senior leaders and teachers demonstrate success in a number of interventions used to improve outcomes for children.

Attainment in literacy and English

- Most children are making good progress from their prior levels of attainment. Senior leaders have introduced whole school approaches in literacy, which are having a positive impact. Senior leaders have correctly identified the need to introduce children to a wider variety of texts. This has the potential to foster children's love of reading for pleasure.

Listening and talking

- Children who are on track to achieve early level can listen to and follow simple instructions. They can share their ideas and listen to the views of others. They are not yet confident in recognising rhyming words and patterns in words. Children who are on track to achieve first level can share their views in a group and explain the reason for them. They are beginning to make simple notes. Children on track to achieve second level answer literal and inferential questions confidently and explain their thinking well. All children would benefit from regular well-planned conversations with adults to help build their vocabulary and knowledge of language.

Reading

- Children who are on track to achieve early level use their knowledge of sounds and letters to read familiar and unfamiliar words, using context clues well. They need daily practice of their reading skills. Children who are on track to achieve first level identify successfully the features of non-fiction texts including glossary, index and contents page. Children who are on track to achieve second level demonstrate effectively reading skills such as skimming, scanning and predicting. Children need to read a wider variety of texts and develop their knowledge of authors and well-known stories.

Writing

- Children who are on track to achieve early level share ideas for writing enthusiastically. They understand that sentences start with a capital letter and end with a full stop. They need to practise forming letters more often. Children on track to achieve first and second level write regularly for different purposes such as reports, stories and instructions. They use a helpful writer's toolkit and have an increasing knowledge of punctuation and grammar. Children should create individual targets in writing based on teachers' feedback to ensure they continue to develop their writing skills.

Numeracy and mathematics

- Most children are making good progress from their prior levels of attainment. Teachers' strong awareness of gaps and very effective universal and targeted support, helps almost all children to make progress. In all classes, children recall and embed prior learning in numeracy through their 'Chat that Counts' approach. All children need to be able to show their knowledge and skills in numeracy and mathematics in different contexts and curricular areas more often.

Number, money and measure

- Children who are on track to achieve early level count confidently within 30. They need support to develop their understanding of money. Children who are on track to achieve first level can compare confidently the size of simple fractions. They can round numbers to the nearest 10 and 100. Children who are on track to achieve second level understand place value for whole numbers up to one million. At all stages, most children can identify the appropriate instrument to use when measuring the length of everyday objects. Children at second level should practise measuring capacity more often.

Shape, position and movement

- Children who are on track to achieve early level can identify accurately common two-dimensional shapes around them. They can identify and create symmetrical pictures with one line of symmetry. Children identified as being on track to achieve first level can name some three-dimensional objects. They are not yet confident describing their properties. All the children on track to achieve second level understand perimeter and can explain the difference between acute, obtuse, straight and reflex angles. They are unfamiliar with the diameter and radius within circles.

Information handling

- Children who are on track to achieve early level can sort objects in a variety of different ways. They can use their counting skills to ask and answer questions based on data in tally charts. At first level, most children create bar charts and interpret them successfully. Children working towards the end of second level can interpret information accurately and suggest different ways to display it. Children across the school should deepen their understanding of data handling in relevant contexts. They should begin to use technology to display data as tables, charts and diagrams.

Attainment over time

- Senior leaders have robust processes in place to track attainment in literacy and numeracy over time. They have ensured the data is used effectively to plan support and interventions to close any gaps for individual learners and groups. Most children who experience continuous learning at the school from P1 through to P7, achieve and attain well in literacy and numeracy.
- Senior leaders meet with teachers termly to discuss children's progress. Teachers use data with increasing confidence. Staff use data well to measure the impact of interventions, such as Targeted Intervention Groups (TIG). They can demonstrate the positive impact support is

having on children's attainment and progress. Children with barriers to their learning are making good progress towards their specific, individual targets.

Overall quality of learners' achievements

- Staff and children celebrate children's achievements regularly in assemblies, where children are awarded SHINE and merit certificates. Children enjoy school clubs delivered by staff, children and partner agencies. These enhance children's learning experiences, develop their communication and interpersonal skills, and offer opportunities for personal achievements.
- Children benefit from pupil leadership opportunities available, including maths champions and digital leaders. Group members create action plans and provide children with a voice to support improvements. Senior leaders have begun to develop systems to track children's participation in achievement opportunities. Staff need to support children to recognise fully the attributes they are developing through achievements. This will help children as they set and evaluate their learning targets, and develop skills for learning, life and work.

Equity for all learners

- Senior leaders use PEF well to provide additional teaching and support staff. These staff provide targeted interventions in literacy, numeracy and health and wellbeing. These interventions are accelerating the progress of children living in poverty.
- Staff track and evaluate the progress of all children carefully, with a particular focus on children living in poverty. The family support worker is developing strong relationships with parents and provides targeted support to address family wellbeing issues. He is also providing positive family learning activities. Senior leaders should continue to review how this role supports ambitious improvement targets, such as improved attendance for children.
- All staff are committed to addressing the costs of the school day and ensuring children are not disadvantaged in any way. Senior leaders plan to produce a directory of financial services for parents to help signpost families looking for support. Staff are aware of children who have limited opportunities for achievements outwith school. They use this information appropriately when planning children's experiences.

Practice worth sharing more widely

The approaches used by staff and children to promote inclusion and diversity. The school community strongly appreciate staffs' approaches to recognising and celebrating children's and family's cultural diversity and heritage. Children speak very positively about their ability to recognise and value difference and challenge discrimination. Children adopt important leadership roles in relation to inclusion which helps support a compassionate, caring community.

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.