

Summarised inspection findings

Our Lady of the Rosary Primary School

Glasgow City Council

22 August 2023

Key contextual information

Our Lady of the Rosary Primary School is a Catholic faith-based school situated in the Cardonald area of Glasgow City. In September 2021, 30% of children lived in deciles one and two of the Scottish Index of Multiple Deprivation (SIMD). The school roll was 346 children in May 2023. Children are organised over 13 classes. There has been an acting headteacher in place since January 2023. She is supported by two deputy headteachers. Prior to this, there had been significant staffing challenges at senior leadership level.

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

- Children across the school benefit from a warm, caring and nurturing ethos which reflects the Gospel values. The learning environment is calm and purposeful. Staff know the children and families very well. As a result, children show respect to and for each other. They are happy and very proud of their school. Children talk confidently about displays around the school. They enjoy sharing and celebrating their learning and achievements and those of others. Most children feel encouraged by staff to do the best they can and enjoy learning at school.
- In most classes, children are motivated and engaged in the learning opportunities teachers plan for them. Most children work successfully as individuals and in pairs and groups. They contribute well to whole class discussions. However, the majority of lessons are delivered to the whole class. Teachers now need to ensure tasks and activities are matched better to the individual needs of children. This includes providing appropriate challenge for the most able children.
- All children contribute very well to the life of the school. Senior leaders and staff have worked effectively to ensure all children are members of school committees. This is enabling children to shape the work of the school. Children understand well how they contribute to these groups and the resultant actions that lead from them. A few children at all stages are taking on leadership roles in these committees.
- The majority of children are consulted about what they want to learn in school, particularly as part of a topic or interdisciplinary learning. Teachers should provide further opportunities for children to have a more active role in leading aspects of their learning. This includes having more chances to make informed choices about what and how they learn. Teachers should consider how learning groups and activities are organised to ensure children have regular and useful opportunities to learn with and from each other.
- Almost all teachers provide clear explanations and instructions. There are a few examples of very high-quality teaching. In these lessons, teachers build on prior learning, make learning

relevant and ensure lessons are brisk and well structured. Where the focus for learning is numeracy and mathematics, the quality of teaching is strong. In these lessons, children are eager to learn and engage very well with all activities. However, across the school the quality of learning and teaching is too variable. As planned, staff need to work together to develop a shared understanding of high-quality learning. This will help them to improve the overall quality of learning and teaching across the school. Teachers should share the strong practice evident in the school to ensure all children benefit from consistent, high-quality experiences at all stages.

- In most lessons, teachers share the purpose of learning and how children can be successful in their learning. In a few lessons, teachers do this very well to extend thinking and provide a useful plenary to discuss the learning. Teachers should now consider how children can be more involved in discussing what success looks like in their learning. They need to provide a clear focus on how children will demonstrate knowledge and skills development, rather than only complete tasks and activities. This will help children to understand more clearly the progress they are making in their learning.
- Teachers at the early level support children's learning across the curriculum through the use of play-based and investigative activities. Teachers direct the learning but incorporate opportunities for children to explore and extend further their understanding through the provision of additional challenges and open-ended tasks. Children use digital technology well to apply and capture their knowledge and skills during play-based learning. Teachers should now engage with national practice guidance to develop further their understanding of play pedagogy. This will help them to ensure quality interactions between adults and children and provide developmentally appropriate experiences.
- In the majority of lessons, teachers use formative assessment strategies to check children's understanding well. They offer helpful oral feedback during lessons and provide comments on progress and next steps within learning journals and jotters. This helps to motivate children and supports them to understand how to make progress with their learning. As a next step, teachers should support children better to understand their learning journey. Children should have increased opportunities to self- and peer-assess their work and be more involved in setting and evaluating their individual learning targets.
- Teachers set long- and short-term targets for individuals and small groups of children who require additional support with aspects of their learning. They should now ensure that these targets are more specific. Staff need to clearly document the extent of each child's progress towards meeting their targets. This will help senior leaders and teachers to measure effectively the impact of interventions and provide a clearer overview of children's progress, attainment and next steps.
- Teachers use an agreed range of summative, diagnostic, standardised and rich assessment activities across the year to gather information about children's progress effectively. This is helping the majority of teachers to develop an understanding of children's strengths and development needs in all areas of the curriculum. Teachers have engaged in formal and informal moderation activities and as a result, are becoming more confident when making judgements about children's levels of attainment.
- Teachers use planning frameworks well in literacy, numeracy and most other curricular areas. Teachers seek children's views on what they would like to learn about a topic. At early level, teachers link all topic work to a key text, helping to consolidate literacy skills in a new context. Teachers should now consider how to make their planning more cohesive. They must ensure

that plans explicitly indicate how they will differentiate learning to provide appropriate support and challenge.

- Following a period of staffing challenges, senior leaders have reintroduced tracking meetings to review assessment data and discuss children's progress. This is supporting teachers to increase their confidence in analysing data and helps to inform their planning. The 'Fact, Story, Action' approach has successfully encouraged teachers to monitor and document the progress of identified groups of children. As a next step, senior leaders should collate this information to build up a strategic overview of the progress being made by identified groups of children.

2.1 Safeguarding and child protection

- 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.

3.2 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

- In 2021/22, most children across P1, P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in literacy and numeracy.

Attainment in literacy and English

- Overall, children are making good progress in literacy.

Listening and talking

- Across the school, children are making good progress in listening and talking. At early level, most children listen well and follow instructions. They are confident working in a small group and share their thoughts with others. At first level, most children confidently share their views and opinions and listen attentively to the views of others. At second level, children present information clearly and share their learning with a range of audiences. Children would benefit from increased opportunities to develop skills in listening and talking across the curriculum.

Reading

- Overall, most children are making good progress in reading. Most are able to read well. At early level, children are building a sound knowledge of phonics. This is helping them to identify common words and read a variety of words in different contexts. By first level, the majority of children are reading fluently and demonstrate expression when reading aloud. They talk confidently about fiction and non-fiction texts. At second level, children enjoy reading a range of more complex texts. They are building their skills and knowledge in being able to interrogate texts.

Writing

- Overall, children's attainment in writing is satisfactory at early and first level. At second level, children are making good progress. Children write for a variety of purposes across a range of curriculum areas, but at most stages, do not have sufficient opportunity to write at length.
- At early level, children's pencil control is developing, and most children are forming letters and words legibly. They are developing their ability to write in sentences confidently. A few children are capable of producing more complex sentences and longer pieces of writing. At first level, most children write independently, using appropriate vocabulary and punctuation. They are beginning to make more complex sentences and talk confidently about nouns, verbs and adjectives, using them effectively in their work. At second level, most children write at length for a range of purposes and use more complex vocabulary to engage the reader. They are aware of the features of strong writing and use these in their own work.

Numeracy and mathematics

- Most children across the school are making good progress in numeracy and mathematics. A few children are making very good progress.

Number, money and measure

- At early level, most children add and subtract within 20 and count up to 100 confidently. They recognise odd and even numbers and are developing their ability to recall and use number bonds. At first level, most children use a range of strategies accurately to complete calculations involving multiplication, division, money and duration of time. They need to improve their understanding of units of length and volume and require support to interpret word problems. At second level, most children estimate the answer to numeric calculations and are confident when identifying equivalent fractions. They are not yet confident to accurately complete multiplication and division calculations involving two- and three-digit numbers.

Shape, position and movement

- At early level, most children recognise and use two-dimensional shapes to continue and create simple patterns and are developing their ability to describe their properties. They recognise lines of symmetry. At first and second level, children describe the properties of an appropriate range of three-dimensional objects. At second level, children draw the two-dimensional net of a three-dimensional object.

Information handling

- At early level, children display information using a pictograph. They sort objects using set criterion and use a Venn diagram to present their findings. At first level, children interpret information from a set of data and suggest a few alternative presentation formats. At second level, children understand the purpose of data in a range of real-life contexts and create questions based on the information presented to them.

Attainment over time

- School data shows that overall levels of attainment across P1, P4 and P7 in literacy and English and in numeracy and mathematics have started to increase following the COVID-19 pandemic. Most children achieve expected CfE levels in line with national expectations. Senior leaders should continue with their plans to track the progress of cohorts of children as they move through the school.

Overall quality of learner's achievements

- Staff successfully share and celebrate children's achievements through social media, on a digital platform, in class and through assemblies. All children are developing teamwork and communication skills by participating in a wide range of committees and clubs. The school's aim of "We are learning for a better world" is supported very well by the work of the committees and a clear focus on learning for sustainability. A few children act as chairs and vice chairs for committees such as fair trade, eco club and junior road safety team. As a result, these children have the chance to take responsibility, develop confidence and make important contributions to the life of the school. Senior leaders have identified correctly the need to help children understand and articulate the skills they are developing.

Equity for all learners

- Staff know children and their families very well and have a strong understanding of the challenges they face, including those linked to socioeconomic circumstances. They are proactive in ensuring children have equity of access to school activities and trips. Staff have worked very well with children to make certain they understand equity and what it means to them.

- Senior leaders have identified gaps in attainment for groups of learners. Senior leaders allocate Pupil Equity Funding to provide staffing and resources to support groups of children with aspects of literacy and numeracy. As a result of these interventions, children have made improvements in their attainment in literacy and numeracy. To support improvements further, tracking individuals rather than groups of children will allow staff to monitor the impact of their work with more robustness.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined 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 school meals provider.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.