

# Summarised inspection findings

**St Anne's Primary School**

Glasgow City Council

13 December 2022

## Key contextual information

St Anne's Primary is a Roman Catholic school situated in the predominantly urban east end of Glasgow City. The school roll is 360. The headteacher has been in post for seven years. They are supported by a senior leadership team comprising two depute headteachers and three principal teachers. 82% of children reside in SIMD 1 and 2. Approximately 50% of children attending the school require additional support. | Approximately 40% of children have English as an additional language. A significant number of children join, and leave, the school population each year. The school's context is significant to children's experiences of learning both within the school and wider community.

### 2.3 Learning, teaching and assessment

very 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 gospel values, developed by the whole school community, contribute significantly to the school's very positive ethos. Staff promote these values very effectively throughout the school. Children's wellbeing is a priority for all staff who model care and compassion in all their interactions. Children, parents and the wider community value highly the sense of community across the school. Children speak about how inclusive the school is and how there is a sense of 'family' and belonging in the school. This supports the very positive relationships children have with adults in the school. This strong sense of shared community supports children to settle well and engage meaningfully in their learning. The shared high expectations across the school community supports staff, children, parents and partners to aspire for children to achieve as best they possibly can. Children are very proud of their school and know their views are respected.
- Staff have developed a language and communication friendly environment across the school. Staff use consistent language across the school in line with the school values. Visual timetables are used very effectively to help children understand what they will be learning throughout each day. This supports children to experience a consistent learning environment within class and as they move around the school. Evidence shows this contributes positively to how children interact within the school, and in how they manage transitions.
- Staff proactively encourage children to participate in the wider life of the school and community. Children have a wide range of opportunities to become involved in wider achievements and to develop a range of skills. Children speak positively about taking part in whole school events such as STEM and languages week. Of particular note is the impact of the school's commitment to the development of music across the school. Teachers should develop further monitoring of children's participation in wider achievement activities to include the skills children are developing.

- Teachers use a range of approaches to support children's learning. They have fully embedded Glasgow City Council's literacy and numeracy pedagogies across the school. Taking account of the range of children's needs most children take responsibility for their learning and can work independently, selecting an appropriately challenging piece of work. Children are given regular opportunities to work collaboratively in groups and pairs and almost all take responsibility for their learning. Teachers should develop further their practice to support children to have greater ownership of what and how they learn. They should continue to support children's ability to understand and articulate the skills they are developing and help them identify what they need to do to improve. All staff are very aware of the wide range of potential barriers to children's learning and provide a high level of pastoral care to address these. Staff are growing in confidence when using digital technology to enhance learning and teaching for all learners, including children who are new to English language. Teachers are skilled in directing learning which supports almost all children to engage fully in their learning. Teachers use questioning well to deepen children's understanding. In the few instances where children become disengaged, staff are highly skilled in a range of strategies to re-engage children in their learning quickly. Teachers differentiate learning very effectively to ensure that learning matches the needs of almost all learners. Support for learning workers contribute very effectively in class or in separate group situations to assist children who require additional support. Teachers should continue to develop their approaches to differentiation to ensure learning is appropriately challenging for all children.
- Play pedagogy is being implemented effectively in Primary 1. Teaching staff have a clear understanding of children's stages of development. They support children's learning through exploration and investigation. Staff observe children closely during play sessions to identify progress and next steps in children's learning. Ongoing observation and professional dialogue between teaching and support staff supports their shared understanding of theory and practice. Space is used effectively to motivate learners and to encourage play and interactions. Teachers plan learning, which takes very good account of children's interests. Staff engage well with professional development on how children learn through play. They are developing their knowledge and understanding of the principles of Realising the Ambition: Being Me. Teachers use this to develop the experiences, spaces and interactions that are appropriately challenging and enjoyable for children. Children are motivated and interact well during teacher-led and child-led activities. Children take increasing responsibility as they become more independent in their learning.
- Teachers use a wide range of robust assessments to support professional judgements. They analyse assessments of children's progress effectively during regular planning and tracking meetings. This supports teachers to plan next steps in children's learning well. Teachers are highly skilled in developing and deploying appropriate interventions to support each individual child's progress.
- Teachers work well with partner schools who offer feedback on teaching and learning, and moderation of standards. This supports them to have a well-developed shared understanding of standards. Teachers continued moderation activities by video conference during the pandemic. Moderation activities more widely support teachers understanding of standards across all areas of the curriculum.

- Teachers plan learning effectively across all areas of the curriculum to best meet the needs of all children. Learning intentions and success criteria are used effectively in all classes. They support children to understand what they are learning and how successful they have been when undertaking a task. In a few classes children are involved in developing their own success criteria. Children have opportunities to set targets in their learning. This helps them understand what they need to do to improve their work. Teachers should now develop approaches, which support children to be more involved in planning their learning.
- Highly robust processes support teachers to track and monitor children's progress through the school's 'fact story action' method. This supports teachers' deep understanding of the gaps in children's learning, the barriers they face and to identify patterns and trends. This includes children who are care experienced, those most affected by deprivation, children with additional support needs and those to whom English is an additional language. This approach enables teachers to plan activities and interventions, which best supports to secure improved outcomes. This consistent approach to tracking and monitoring enables staff to support children more effectively and strengthens universal support across the school. Teachers use the 'make, say, write, do' method consistently well to assess and track children's skill development across literacy, numeracy and health and wellbeing.

## 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. At the time of the inspection, there were no identified areas for development.

### 3.2 Raising attainment and achievement

very 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 school's end of year achievement of a level attainment data does not sufficiently tell the full story of each individual child's progress. Levels of deprivation, the number of children requiring additional support, including those new to English and the constantly changing school roll significantly impact on the school's overall attainment data. Taking full account of these factors and the school's robust data on individual children's progress it is evident that almost all children are making very good progress in their learning.

#### Attainment in literacy and numeracy

- Attainment data shows attainment in literacy and English and numeracy and mathematics declined at all stages during periods of lockdown. Since then, comprehensive school data demonstrates clearly that children's attainment is rising in literacy and numeracy. Observations of children's learning support this. Teachers' strong awareness of gaps and very effective universal and targeted support helps almost all children to make very good progress. A few children at each level exceed expected Curriculum for Excellence levels.

#### Attainment in literacy and English

- Almost all children are making very good progress from their prior levels of attainment in literacy and English. By the end of P1, a majority of children achieve early level in reading, writing, talking and listening and numeracy. By the end of P4, a majority of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, most children achieve second level in reading and talking and listening.

#### Listening and talking

- Almost all children working at early level listen attentively to adults and follow directions well. They communicate effectively with each other and take turns to contribute their ideas and opinions in small groups and in whole class situations. Most children at first level listen and respond to the ideas of others respectfully. They can ask and answer questions with confidence, listen for information and recall key facts. Most children at second level are highly articulate and express their opinions effectively. They talk with confidence and expression and demonstrate a high level of interest and enthusiasm when conversing with adults and children. Across the school a few children would benefit from support to develop their confidence in speaking.

#### Reading

- Overall, most children are making good progress in reading across the school. Most children working at early level are beginning to hear and say the different sounds made by letters. Most children working at first level read familiar texts with fluency and expression. They are able to summarise the main ideas of a text and answer literal and inferential questions. At second level most children read with fluency, understanding and expression. They can answer a range of

literal, inferential, rhetorical and evaluative questions based on a text. Most children at first and second level can explain their choice of favourite author. Children at second level should be supported to continue to build their skills in discussing a writer's style. Children across all stages welcome opportunities to access a wide range of fiction and non-fiction texts from the online and class libraries.

## **Writing**

- A majority of children are making good progress in writing. Almost all children working at early level are making good progress with letter formation and are beginning to form a few lowercase letters legibly. They are developing their mark making and writing skills further through a range of play experiences. Children working at first level and second level write for a range of purposes and audiences. At first level most children can use adjectives and conjunctions effectively. They include relevant information in their writing. A few children require support to improve their use of punctuation. Most children working at second level are using paragraphs to separate their thoughts and ideas. They use a range of punctuation and paragraphs in their writing. They select relevant information and use a range of techniques to engage the reader. Children working towards the end of second level use punctuation and paragraphs in their writing. They select relevant information and use a range of techniques to engage the reader. Children at second level should be supported to improve their handwriting and overall presentation of written work.

## **Numeracy and mathematics**

- Overall, children's attainment in numeracy and mathematics is good. A few children are making very good progress. Children's attainment would benefit from increased opportunities for children to develop their skills in problem solving, and applying these in real life contexts.

## **Number, money and measure**

- At early level most children are developing their understanding of numbers to 10 well. At first level most can calculate increasingly complex additions and subtractions with three digit numbers. At second level a majority can multiply a four digit number by a single digit number.

## **Shape, position and movement**

- At first level almost all children can confidently name a range of simple shapes, with a majority able to identify their properties. A majority can identify more complex 3D objects. At second level a minority of children identify the names of different types of angles. A few children at second level can calculate the area of simple 2D shapes.

## **Information handling**

- At first level most children can use tally tables and bar graphs to collate and display data. Most children at first level can use words to describe the probability of an event.

## **Attainment over time**

- Over the last two sessions attainment has increased significantly and is on an upward trend as part of the recovery from the pandemic years. Predicted figures for 2022-2023 continue this trend.
- Robust tracking of cohorts over time demonstrates clearly the number of children achieving appropriate levels increases as they progress through the school. By the time they come to the end of primary 7 most children have gained appropriate CfE levels. Senior leaders have a strong understanding of the reasons behind fluctuations in children's attainment, particularly at first level. Senior leaders and teachers are confident in their use of data and moderation, which ensures professional judgements are robust.

- Teachers use their ‘fact story action’ approach very effectively to address identified gaps in children’s learning. Senior leaders and staff are able to evidence improvements in attainment in literacy and numeracy for almost all children. Teachers use data effectively to identify appropriate interventions to help children who are not achieving expected levels to make progress.
- Senior leaders and teachers now need to build on their effective tracking system to demonstrate children’s progress across all areas of the curriculum.

### **Overall quality of learner’s achievements**

- Almost all children benefit in a variety of ways from participating in a wide range of experiences and opportunities at the school. Very effective partnership working supports children’s achievements very effectively. This includes a strong link with the University of Strathclyde, which is raising children’s aspirations and supports their learning. Staff and partners provide a wide variety of clubs, including gymnastics, dance, golf, tennis, football, basketball and multi sports. Levels of children’s participation exceeds pre-pandemic figures.
- Children value their achievements being recognised and celebrated by staff, including in class and at assemblies. This includes receiving awards for demonstrating the school’s shared values through their achievements. Children can discuss the positive impact these achievements have on their wellbeing and sense of worth. Teachers should continue to support children to understand better the skills for learning, life and work they are developing.
- St Anne’s School of Music, which has been running since 2012, is a particular strength of the school. This supports all children very well to develop musical talents in an impressive range of instruments. The local community invites the school choir regularly to perform in public events, such as at the COP26 event in Glasgow city chambers. As well as developing children’s musical skills, these rich experiences develop children’s confidence and sense of self-worth. Children also learn to cooperate with others through performing in musical groups, such as the Samba band.
- Children develop an extensive range of leadership, communication and citizenship skills through taking part in a variety of school councils. These are beginning to re-establish post pandemic, and will continue to support children’s achievements well. For example, the school nutrition group, young leaders of learning, peace ambassadors and Laudato Si Climate Ambassadors. In these groups, children are developing the skills to chair and take notes of meetings. Evidence of achievement shows that children on these groups make a significant contribution to the life and work of the school.

### **Equity for all learners**

- Senior leaders and staff at the school are deeply knowledgeable about the socio-economic background of the community. They demonstrate compassion and ambition for children exceptionally well. A range of strategies ensures there is no cost barrier for children to take part fully in the life of the school.
- All staff demonstrate a very clear understanding of the potential barriers to learning that children attending the school experience. Teachers and senior leaders use data very effectively to monitor attainment gaps, such as for children whose first language is not English. Almost all children who face barriers or gaps in their learning are making very good progress from prior levels of attainment.
- Senior leaders are meticulous in how they use additional funding provided through the Scottish Attainment Challenge. They have developed a framework for recovery and accelerating

progress with stretch aims identified for children. All spending is evidence-based and senior leaders track and evaluate the outcomes for children and their families very well. There are clear outcomes for individuals and groups of learners as a result of these initiatives. This includes additional staffing that provides effective targeted support for identified children. These interventions are proving highly successful in supporting children to make increased progress in literacy and numeracy.

## Practice worth sharing more widely

The schools 'fact, story, action' approach, which underpins teachers' well developed data analysis skills. This supports teachers very well to plan appropriate interventions in response to identifying trends within their class.

The significant impact of St Anne's School of Music. This ensures all children access high quality music in class lessons. A significant number of children receive instrumental tuition or take part in the school choir.

## 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.