Summarised inspection findings

Our Lady of Peace Primary School

Glasgow City Council

22 August 2023

Key contextual information

Our Lady of Peace Primary School is a denominational primary school situated in the east end of Glasgow. At the time of inspection, the roll was 298 pupils, organised across 12 classes. The headteacher took up post in August 2019. She is supported by one depute headteacher and four principal teachers (PT). Two of the PTs, one of whom is in an acting capacity, are funded through the use of the Pupil Equity Fund (PEF). 86% of the school community live within Scottish Index of Multiple Deprivation (SIMD) decile 1. 57% of P5-7 are registered for free school meals. Approximately half of children attending the school require additional support with their learning and 27% have English as an additional language.

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	

■ Children benefit from the highly positive and supportive relationships across the school. All staff ensure the school's vision and values are clearly evident and underpin approaches to learning and teaching well. Children demonstrate a very good understanding of how the school and gospel values support them to develop and practise respect for themselves and others. They are compassionate and respectful to each other, adults and visitors to the school. All staff work very effectively as a team and promote an ethos that is caring, nurturing and inclusive. They demonstrate a clear commitment to children's wellbeing and place a high priority on working with parents and partners to improve outcomes for children. Children welcome the opportunities they have to take responsibility and contribute to the life of the school. They are very proud of their school and know their views are respected. Staff have very high aspirations for their school community and children are highly motivated to engage very well in their learning, as a result.

■ Staff create and sustain a language and communication friendly environment across the school. They use consistent language and visuals effectively to help children understand what they will be learning throughout each day. This whole-school approach is ensuring children experience a consistent learning environment within their classroom and as they move around the school. Teachers have developed learning environments which are calm and purposeful and as a result all children participate very well in lessons.

■ Almost all children are motivated and engage very well in their learning. They have regular opportunities to work in pairs and small groups within and across classes and stages. For example, older children are leaders for children in younger classes in sports and Science Technology Engineering and Mathematics (STEM). Most children are developing their independence in learning and stay on task well when working individually or in small groups.

■ In all lessons, teachers give clear explanations and instructions. In most classes, they

make effective use of questioning strategies to help children extend their understanding and reflect on their learning. In a few classes, teachers encourage children's higher-order thinking skills, supporting them well to justify their thoughts and make connections. In almost all lessons, staff structure lessons well and share the purpose of the learning with children and how they can be successful. Across the school, teachers should develop further children's involvement in the co-creation of measures of success. They should continue to support children to understand the skills they are learning as a result of planned experiences.

■ Most teachers plan tasks and activities well for whole classes, groups and individuals to meet the needs of all children. Most lessons are well paced and provide appropriate levels of challenge. In all classes, teachers use task boards effectively to support children to know what learning they have to engage with. This is maximising teaching time with individuals and groups and reduces interruptions. Support for learning workers are very effective in assisting children who require additional support in class and groups. All staff work very closely together to plan and evaluate the success of whole school approaches. They are flexible and adapt teaching approaches to meet the ongoing and changing needs of children.

■ Across the school, teachers make very effective use of digital technologies across the curriculum to enhance and extend children's learning. Teachers have used their skills and knowledge to support children's learning very well and as a result, children have achieved several national awards for STEM. Children use tablets, programmable toys, online platforms and interactive whiteboards effectively to enhance, record and share their learning. They show independence and creativity when choosing digital resources and activities. All teachers are committed to the development of STEM across the school and apply professional learning well to improve learning and teaching. Children access high quality STEM class lessons and speak positively about taking part in whole school events, such as STEM week.

■ All teachers are involved in professional inquiry projects to improve learning and teaching. These projects are very well aligned with the needs of children, school improvement priorities and teachers' professional learning and development. Teachers identify the increasing impact of professional inquiry projects on improving learning outcomes for children. For example, teachers have developed a whole-school strategy for teaching writing. As a result of this consistent approach, children across the school demonstrate greater confidence when creating texts. Across the school, teachers engage in a significant number of peer observations and collaborative approaches. This is supporting them very well to achieve more consistently high-quality learning and teaching throughout the school.

■ Teachers and support for learning workers are beginning to develop approaches to play-based learning. They plan a careful balance of direct teaching of groups and individuals and play-based experiences. Teachers and support for learning workers regularly review and adapt the learning environment in classes, shared play spaces and outdoors to meet children's needs and interests. As planned, staff should develop and share their understanding and approach to play, taking account of national practice guidance. This will support progressive learning experiences across levels and allow young children further opportunities to lead their learning.

■ Children set their own targets in their learning in discussion with the teacher. This helps them understand what they need to do to progress in their learning. Children receive useful verbal and written feedback that helps them to have a good understanding of their progress and next steps. Teacher's provide written feedback in child-friendly language or in the form of pictures to support children in the early years. All children evaluate their work and that of peers increasingly well.

■ Senior leaders have established a clear and helpful annual assessment calendar. This supports teachers to make the best use of a range of summative, formative and standardised assessments. This includes Scottish National Standardised Assessments (SNSA). Teachers' use of assessment helps them understand children's progress in literacy, numeracy and health and wellbeing very well. As planned, they should continue to enhance their approaches to assessment across other curricular areas.

■ Teachers participate regularly in moderation activities with other local schools and at local authority events, focusing more recently on writing and talking and listening. This supports teachers' confidence and accuracy when making professional judgements on children's progress and achievement of a level. Senior leaders should continue with plans to support teachers to moderate across a widening range of curricular areas.

■ Teachers use school and local authority progressive pathways well to plan children's learning. They plan meaningful links across curriculum areas that enable children to practise and transfer their skills across different contexts. All children have opportunities to shape what and how they learn based on their interests through the use of 'big questions', such as the bridges and barriers project. As planned, senior leaders and teachers should continue to develop approaches to record the breadth and depth of children's learning across the curriculum and over time.

■ Senior leaders and teachers work together very well to monitor and evaluate children's progress in learning effectively. They meet on a termly basis and discuss children's progress in literacy, numeracy and health and wellbeing. The local authority's 'fact, story, action' approach supports teachers very well to plan appropriate activities and interventions to secure improved outcomes for children. Senior leaders gather information about the progress of cohorts of children, including children who face barriers to their learning. This information is used by staff very well to support children effectively.

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

- Children's attainment in literacy and numeracy decreased after the pandemic. However, in almost all areas, there are now positive signs of improvement, particularly in numeracy. In June 2022, most children achieved early level in listening and talking and numeracy by the end of P1 and the majority of children achieved reading and writing. By the end of P4, most children achieved nationally expected CFE levels for literacy and numeracy. At P7, most children achieved second level in listening and talking and reading and the majority of children achieved writing and numeracy.

- School data shows almost all children with English as an additional language make good progress in learning over time and the majority of children are achieving nationally expected levels. Most children who require additional support, including those who have experienced care, are making good progress from prior levels of learning. Across the school, a few are achieving nationally expected CFE levels.

Attainment in literacy and English

- Overall, children's progress in literacy and English is good.

Listening and talking

- Across the school most children speak confidently during group discussions. At early level, most children listen attentively to adults and follow instructions. They share their ideas in groups and with their class. At P4, most children communicate clearly. They share their viewpoints on a variety of subjects. At P7, most children demonstrate positive body language when listening to others. They engage well in debate and justify their reasoning. For example, reflecting on the advertisement and marketing of a product. Across the school, a few children would benefit from support to develop their skills and confidence when speaking to larger audiences.

Reading

- All classes participate in Everyone Reading in Class (ERIC) time. Children enjoy having a choice of texts to read. They access a range of quality books through the school library, digital devices, class and communal reading areas.

- By the end of early level, most children recognise single sounds and blend these to read simple words. They are becoming familiar with alphabetical order and recognise and form capital letters. At P4, most children read with growing fluency and expression. They recognise the difference between fiction and non-fiction and explain their preference for different authors

and texts. Children now need to widen their vocabulary using new and unfamiliar texts. At P7, most children identify different features of the writer's use of language and respond to a range of questions well. Children are less confident answering inferential and evaluative questions.

Writing
- Across the school, the shared writing approach is positively impacting on the quality of children's writing. By the end of early level, most children form lower-case and upper-case letters legibly. They create simple sentences using capital letters and full stops correctly. The majority of children, with support, add descriptive words to extend their sentences. At first and second level, the majority of children apply their writing skills well in a variety of contexts. At P4, the majority of children write well-structured sentences using accurate punctuation and spelling. They are beginning to extend their writing to incorporate technical vocabulary suited to the context. At P7, the majority of children use an increasing range of punctuation with growing confidence. They use notes to plan and organise their thoughts to persuade the reader. At first level, children will benefit from further practice in starting sentences in a variety of interesting ways to engage their reader. At second level, the majority of children need further practice in increasing the length and complexity of their texts.

Numeracy and mathematics
- Overall, most children are making good progress in numeracy and a few children are making very good progress. Senior leaders identified gaps in children's learning in numeracy and have put in place interventions and approaches that are helping to address these. Most children demonstrate a good understanding of mathematical vocabulary and can use this appropriately, with increasing confidence.

Number, money and measure
- At P1, most children are confident using addition and subtraction and accurately share out a group of items equally into smaller groups. They need further practice recognising a range of coins. At P4, most children identify accurately the place value of three and four-digit numbers and confidently round to the nearest hundred. They know and use an increasing range of strategies to complete calculations in addition, subtraction, multiplication and division. Children need further practice in applying their skills in multi-step calculations. At P7, the majority of children have good mental agility, completing calculations accurately, and can justify their choice of strategy. They apply their learning and skills in number and time well to real-life contexts, such as travel planning. They now need further practice linking concepts across fractions, decimals and percentages.

Shape, position and movement
- Almost all children in P1 recognise, describe and can sort common two-dimensional shapes. During games, in play and using technology, most children understand and use the language of position and direction to solve simple problems. At P4, most children confidently describe, plot and use accurate two-figure grid references. They are developing their skills in creating symmetrical pictures with more than one line of symmetry. At P7, the majority of children understand complementary and supplementary angles and can use this knowledge to calculate missing angles. Children need to revisit the properties of circles.

Information handling

■ At P1, most children use knowledge of colour, shape and size to match and sort items. They use counting skills to answer questions about information they have gathered. At P4, most children display data in bar graphs and tables and can extract key information. They demonstrate good understanding of the ideas of uncertainty and chance. At P7, most children collect and display a range of information, including using pie charts. They increasingly analyse, interpret and draw conclusions from data. Across the school, children now need to continue to collect, organise and display meaningful, real-life data in a variety of ways, including using digital technology.

Attainment over time

■ Senior leaders have gathered and analysed children's attainment data for over five years. In June 2022, children's attainment increased at early and first level in reading, writing and numeracy, and attainment levels in listening and talking were maintained. There was a small dip in attainment at second level for listening and talking and reading. Working together, senior leaders and staff identify and understand the reasons for gaps in learning. They take action when particular cohorts have lower attainment using a range of well-considered strategies and interventions. Staff focused on improving numeracy in recent years. This has helped build and sustain children's progress and increases in the number of children attaining better are evident across all levels. Senior leaders and staff should continue to monitor and track attainment of individuals, cohorts and groups of children to inform and evaluate planned school improvements.

Overall quality of learner's achievements

■ Almost all children benefit from participating in a wide range of experiences and opportunities at school. Staff have developed an achievement database which tracks children's participation and records their wider experiences. Staff use this tracking system effectively to ensure equity of opportunity throughout the school and to support children who may be at the risk of missing out. Staff and partners offer a breadth of experiences, ensuring all children have opportunities to achieve success through health and wellbeing, expressive arts and STEM. They provide an extensive range of clubs that take place during and after school. These include basketball, fitness and games, and several of these are led by the children themselves. Strong partnership working supports children's achievements very effectively, including close links with their local secondary school.

■ Children enjoy recognising and celebrating their personal achievements. Staff share these through attractive displays, at assemblies, headteacher awards and on social media. Children discuss the positive impact these achievements have on their wellbeing and self-esteem. The local community invites the school choir regularly to perform, such as at the local parishes. Children's participation in the Glasgow Music Festival developed their musical skills, confidence and sense of self-worth. Commendably, the school choir achieved an award in the Primary School Choirs Hymn Singing category. Children benefit from positive partnerships with the Royal Conservatoire of Scotland and engagement with Celtic Connections. These valuable links strengthen further children's skills and involvement in the expressive arts.

■ Across the school, there is a range of opportunities provided for children to develop their leadership skills and achieve personal success across the four capacities of CfE. These include Junior Road Safety Officers, rights ambassadors, dining hall helpers and the health and wellbeing group. At times, children join together and work collaboratively for nationally recognised awards. Staff are re-establishing children's digital leader roles. In these groups, teachers support children to understand the skills for learning, life and work they are developing.

Equity for all learners

■ Senior leaders and staff use their knowledge of issues affecting the community, including data about free school meals, clothing grants and poverty effectively to inform targeted and universal support. This reduces barriers to learning and positively impacts on progress and attainment for children receiving support. Senior leaders use PEF to support the raising attainment strategy for literacy and numeracy and to improve children's wellbeing. The funding is used for additional teaching staff and support staff. They provide and manage targeted interventions to address and reduce gaps in learning and support children to be ready to learn. Staff can evidence the positive impact interventions have on children's progress in reading, numeracy and wellbeing. An increased number of children are on track with CfE national expectations at their age and stage. Senior leaders and teachers should continue to measure and evaluate the impact of interventions. This information will help staff to ensure targeted supports are accelerating progress and improving outcomes for all children.

■ Senior leaders have arrangements in place to ensure that financial constraints do not prevent any children from taking part in opportunities for achievement. This supports all children to be included. The headteacher and all staff work together very well to plan ways to reduce the cost of the school day for families, including supporting P7 children to attend a residential outing. A wide range of achievement activities such as gardening and football clubs are planned and provided free of charge. These activities support children to achieve and build confidence. Clothing, snacks and other equipment are also provided to minimise any barriers to children participating in school life.

Practice worth sharing more widely

Across the school, staff make effective use of digital technologies across almost all areas of the curriculum to enhance and extend children's learning experiences. Staff have undertaken collegiate activities to share skills and ideas in digital technology and their work has been recognised through national accreditation. Children across all stages use tools and online platforms effectively to enhance, record and share their learning. As a result, children show independence and creativity when choosing digital resources and activities that will support their learning. This is supported through regular Science, Technology, Engineering and Mathematics (STEM) educational visits and events held across the year. For example, classes participated in STEM Week and all children access high quality STEM in class lessons. The impact of the school's commitment to the development of STEM across the school is commendable.

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.