

Summarised inspection findings

Burgh Primary School

South Lanarkshire Council

1 October 2019

Key contextual information

Burgh Primary School is a non-denominational primary school. It is situated in Rutherglen, South Lanarkshire.

In June 2019, the school roll was 200, divided between eight classes.

The senior leadership team consists of the headteacher and a principal teacher. The headteacher has been in post for three years.

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 has a very positive ethos and culture, which is inclusive and nurturing. Respectful relationships exist between almost all children and staff and amongst most children. The children are proud of their school. The school's vision, 'Burgh Primary is a community of learning where all achieve, attain and aspire', is reflected in class visions and children's visions. These underpin the learning culture in each classroom. The school's values, embedded in class charters, are referred to regularly by staff. Children can talk confidently about them.
- The school uses a range of creative approaches to enable children to articulate their views about their learning and understand their learning more effectively. An example of this includes 'Bingo Balls', an activity in which individual children meet with members of the senior leadership team, staff and parents to discuss their learning. A further example is 'The Burgh Blether', an activity in which children come together to reflect on their learning. Following 'The Burgh Blether' all children identify achievements which are related to one another's learning. Commendably, these are shared with parents. Most children say that the school listens to their views. They speak positively about the ways in which their voice is heard through a range of pupil committees. However, the majority of children are not sure if or how the school acts on their views.
- Most children are motivated and engage well in their learning. They are developing a good understanding of the purpose of their learning, and they talk confidently about the tasks and activities they are undertaking. Most children are keen to share their learning with one another.
- In most classes, children participate in a variety of tasks. Most of these are teacher-led. Children need to be more independent in their learning. During the inspection week, a few children responded very positively when they were able to choose a learning activity, with an appropriate level of challenge. They also responded well when they were able to work with their peers. Children would also benefit from working with teachers more regularly to determine the focus of their lessons, and identify the ways in which they can be successful in their learning.

- Teachers use questioning well to deepen children's thinking in the majority of classes. There is scope for this to be developed across the school. In most classes, staff provide children with a range of oral and written feedback. In a few classes, children receive high-quality feedback to identify their achievements and their next steps in learning. Senior leaders should continue to build on and share this effective practice. This will enable staff to develop further their skills in providing evaluative feedback and children to benefit consistently from more detailed feedback.
- All staff know the children and their families well and use a range of appropriate approaches and resources to support their needs. This includes the provision of additional one-to-one support, support from partners, and a range of family learning opportunities related to literacy and numeracy. These are leading to individual children and their parents developing increased confidence and resilience in their learning, as well as a strong sense of community. Teachers have also introduced a structured approach to the teaching of literacy skills. This effective support for all children is helping them to make good progress.
- Teachers are beginning to use digital technologies to enhance their teaching and children's learning. The school should continue with its plans to develop this further. Teachers also need to develop their understanding of outdoor learning. Children would benefit from having increased opportunities to learn outdoors.
- The school uses a variety of useful assessments to help inform children, staff and parents about children's progress and attainment. This includes standardised tests, ongoing class assessments and a range of self and peer-assessment. Information related to children's progress and attainment is discussed and monitored regularly by teachers and senior leaders. This helps to ensure that all children can achieve appropriately, including those who might face barriers to their learning as a result of socio-economic challenges. Staff also discuss suitable interventions to further support children as required. A next step for the school will be to develop and maintain an overview of this information so that all staff can monitor and track the information more easily and measure the impact on children's overall learning and progress. Staff are not yet collating information effectively on children's progress across all areas of the curriculum. This needs to be a next step for the school.
- Staff should continue to engage in regular, well-planned moderation activities in the school and with colleagues from the school's learning community. These activities, along with the use of the national assessment benchmarks, have potential to enable staff to develop an understanding of national standards and arrive at reliable professional judgements.
- Staff make appropriate use of long, medium and short term approaches to planning learning. There are clear plans for children who need additional support with their learning. Children would benefit from being involved more in the planning stage of learning and teaching and identifying their next steps. Staff have identified the need to revise planning materials to include an increased focus on skills progression. This will help children to develop skills progressively across the Curriculum for Excellence levels.

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

- The school's most recent collection of predicted data on Curriculum for Excellence levels shows that by the end of P1, most children are expected to achieve the appropriate level in reading, writing, and mathematics and numeracy. The majority are expected to achieve the appropriate level in listening and talking. By the end of P4, the majority of children are expected to achieve the appropriate level in listening and talking, reading, writing, mathematics and numeracy. By the end of P7, most children are expected to achieve the appropriate level in reading. The majority are expected to achieve the appropriate level in listening and talking, writing, and numeracy and mathematics.
- The inspection team is confident in most of the school's data. However, teachers should continue to build on current arrangements for moderation to help them continue to develop a shared understanding of standards and expectations across the school. This will enable them to make professional judgements about children's progress with increased accuracy.
- There is also a need for the school to develop a more structured approach to the assessment and moderation of listening and talking. This will help to ensure that children can develop skills progressively across all stages to raise their attainment.

Attainment in literacy

- Overall, the majority of children are making good progress in literacy. A few children are making very good progress. A few are not making sufficient progress.

Listening and talking

- Across the school, most children are making good progress in listening and talking. Most children listen well in class. They are respectful of the ideas of others and respond appropriately. At early level, children are developing skills in taking turns and listening to each other. They are keen to share their experiences. They show understanding of rhyme. Most children at first level contribute appropriately to class and group discussions and communicate clearly to each other. At second level, the majority of children are articulate and express their views confidently. There is scope for them to build more effectively on the contributions of others. At P7, a few children communicate to a wider audience through their successful contributions to CamGlen radio.

Reading

- The majority of children are making good progress in reading. Children demonstrate a love of reading. Children at first and second level have a deeper understanding about texts through their work with novels and drama. At early level most pupils demonstrate a good understanding of phonics and use this when reading. At first level, most pupils are able to

make use of and explain reading strategies they have been taught to aid decoding and understanding of texts. At second level, children are developing their knowledge about language, for example metaphors and similes, in a variety of genres. Children with whom we engaged read with fluency, understanding and expression. They used punctuation to aid their understanding of the text. Children need to develop further their reading skills across other curricular areas.

Writing

- The majority of children are making good progress in writing. At early level, most children apply their phonetic knowledge and write independently. At first level, most children use appropriate punctuation and structure and spell correctly commonly used words. At second level, children demonstrate their knowledge of language through extended pieces of writing. The quality of how children present their work and the quality of writing is variable across the school. Children need to make further progress in writing for a variety of purposes in a range of contexts.

Numeracy and Mathematics

- Overall the majority of children are making good progress in numeracy. A few children are making very good progress. A few are not making sufficient progress.

Number, money and measure

- At early level, most children can order numbers and can add and subtract. They use the symbols add, subtract and equals appropriately. At first level, most children can read, order and write whole numbers. They can continue number patterns forwards and backwards. The majority of children can solve simple addition and subtraction problems. Children are less confident in using mathematical vocabulary. Most children need to improve their skills around measure and fractions. At second level, the majority of children have a good understanding of most aspects of number, money and measure. They add and subtract quickly and with accuracy. They are also confident in multiplying whole numbers. They demonstrate a secure knowledge of fractions, percentages and decimals and convert easily from one form to another. A few children show considerable skill in creating equivalent fractions and use their knowledge of this to sort commonly-used fractions into size order. The majority of children at second level show a good awareness of measurement, money and time. Children at this level need to progress further with negative numbers. They need to apply their knowledge, understanding and skills in problem-solving in real-life contexts.

Shape, position and movement

- At early level, most children recognise common 2D shapes and 3D objects. At first level, most children identify and use appropriate vocabulary to describe features of 2D shapes and 3D objects. The children demonstrate confidently an understanding of lines of symmetry. Their understanding of directional vocabulary and angles is less well-developed. At second level, the majority of children have a good understanding of 2D shapes and 3D objects, and show confidence in using a range of vocabulary to describe them. They do not always have a clear understanding of the relationship between 3D objects and their nets. Most children can discuss angles.

Information handling

- At early level, most children contribute to pictorial displays. They apply their counting skills well when answering questions based on the data. At first level, most children use tally marks with confidence and select appropriate ways to display data, for example bar graphs. Children use relevant vocabulary when making predictions of the likelihood of events based on their experiences. At second level, most children discuss different ways in which data can be

presented. A few children discuss articulately the reasons why data is collected in different ways and demonstrate the most appropriate ways to present specific data.

Attainment over time

- The school provided attainment data for literacy and numeracy for the past three years. It also provided up-to-date information regarding the current session. The school predicts that children's attainment will continue to improve, particularly in listening and talking, reading and numeracy. The school is not yet in a position to provide similar data for other curriculum areas.
- The school has a wealth of data on children's progress and attainment at all stages. However, this data now needs to be streamlined to enable all staff to use it in a more focused way to identify strengths and specific areas for improvement. Senior leaders need to develop systems which are easily accessible and which provide an accurate overview of all information on children's progress. Together with staff, senior leaders need to track and monitor children's progress on a more regular basis. Information gathered has the potential to help senior leaders and staff develop a shared understanding of children's progress and attainment, and to plan and review interventions appropriately to ensure children's progress.

Overall quality of learners' achievement

- Most children achieve very well across a wide range of opportunities. They develop skills, including leading and working well with others, through activities such as the pupil council, the pupil learning committee, the pupil leadership team, the eco group, and the playground-pals initiative. Children also achieve considerable success through a wide range of sports activities, in the school and in the local community. Examples of this include children working with Rutherglen tennis club and staff from the James Hamilton Heritage Park. A few children support the community, through their involvement with CamGlen radio and Rotakids. These activities are helping them to become more confident, caring and responsible.
- The school celebrates children's achievements very well. This is done through assemblies, certificates, and regular use of social media. Achievements are also celebrated creatively through the 'Burgh Blether'.
- A next step for the school will be to begin to identify and track the skills which children are developing through the range of activities that they are involved in. This will help children, staff and parents to identify more effectively the ways in which they are achieving and how they would be able to achieve further.

Equity for all learners

- Senior leaders and staff have a very good knowledge and understanding of the needs of all children and families. With support from the Scottish Attainment Challenge and the Pupil Equity Fund, they have worked creatively with a range of partners to provide additional support and new opportunities for children. This includes those children who experience considerable challenges in their learning. Children, staff and parents report that the increased support and opportunities are having a positive impact on children's resilience, confidence and enthusiasm for learning. However, the school needs to continue to review the success of all initiatives to help staff determine consistently the interventions which are making the biggest impact on children's progress and leading to raised attainment and achievement.

Practice worth sharing more widely

'Read and Make' club – this is a club which brings together families of P1 – P3 to take part in reading activities. The club helps families to develop a love of reading. Families engage in creative activities linked to the books which children are reading. The club is very popular and has been evaluated positively by parents.

Drama and Literacy project – this is a project involving all children. They work with a specialist on a weekly basis to develop their understanding of books through drama. This is resulting in learning which is more meaningful and children engaging in more depth with texts.

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.