

Summarised inspection findings

St John Bosco Primary School

Renfrewshire Council

23 April 2019

Key contextual information

St John Bosco Primary School, a denominational Roman Catholic school, shares a new-build campus with Bargarran Primary School. The new school accommodation opened to children in April 2018. The school serves north Erskine in Renfrewshire. The catchment area also takes in the nearby villages of Bishopton and Langbank. At the time of the inspection, the school roll was 225.

1.3 Leadership of change

very 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

- St John Bosco Primary School provides a vibrant and nurturing environment for children. In leading the school community through a significant process of change in recent years, senior leaders have successfully maintained a positive, supportive and collegiate ethos of teamwork. Children and staff alike are very proud of the spacious, attractive and bespoke environment for learning and teaching. At the time of the inspection, the major construction project was entering the final phase to complete the external areas. Children and staff are excited by the development of these attractive and extensive outdoor spaces, and the new opportunities for learning they will bring. Commendably, senior leaders, staff, children and parents have had significant input to the design and layout of their new school. In a very short space of time, the whole school community has settled into a new, shared way of school life with colleagues in Bargarran Primary School. This major process of change has been extremely well led by the headteacher. Staff and children are making the most of the opportunities that sharing a school campus can bring.
- In moving to the new school, senior leaders and teachers have taken the opportunity to refresh their vision, values and aims in collaboration with parents, children and the school's partners. Children have been central to the creation of mottos that underpin the day-to-day life of the school. These mottos include 'School Journey Begins'; 'Sharing Jesus' Beliefs'; 'Safety, Justice and excellent Behaviour'; and, 'Striving for Joy and Brilliance'. These themes are explored and reinforced by staff and children in classes and at assemblies. As a result, these guiding principles are well understood by children. They demonstrate this through their positive attitudes to learning; in their interactions with each other; and in their developing friendships with children in Bargarran Primary School.
- The experienced and dynamic headteacher provides astute and highly effective leadership to the school community. She is very well respected by children, staff, parents and partners. She is ably supported by two depute headteachers, who each carry out their remits with dedication, expertise and care. Together, they provide strong, strategic leadership for all aspects of school life. Parents and children who met with inspectors spoke about how senior leaders regularly 'go the extra mile'.

- Plans for school improvement are very well considered and based on robust self-evaluation. Well-embedded systems and approaches to monitor the work of the school ensure positive learning experiences for all children, and the correct level of support for identified individuals and families. Senior leaders regularly track the progress of all children across the school, including children who require additional support in their learning. They give timely feedback to staff on their work, and take action to ensure any areas for development that are identified are followed up.
- All staff are highly committed to their own professional learning. Commendably, members of teaching and support staff have undertaken training, enquiry projects and additional professional learning, including leadership programmes, to enhance their own skills. Across the school, teaching and non-teaching staff told us that they feel valued and encouraged to undertake leadership roles and to take part in working groups. They willingly volunteer to take on leadership responsibility for aspects of school life, such as to develop areas of the curriculum. Many teachers provide newer colleagues with valuable mentoring, advice and guidance, for example, on developing the curriculum and in sharing whole-school approaches for learning, teaching and assessment. As planned, staff should continue to work together to embed best practice in pedagogy. Staff appreciate the opportunity to work with colleagues in cluster schools. They are looking forward to building on the new and exciting potential partnerships with teaching colleagues across the shared campus.
- Children's participation is an increasingly important feature of school improvement. From P1 to P7, all children contribute to the agenda for change through the junior and senior pupil voice groups. These groups focus on areas such as outdoor learning; rights and responsibilities; communication; Eco Schools Scotland; and fundraising. At all stages, children are clear about the purpose of these groups, and can talk about improvements they have made. Children feel that their suggestions are valued by adults.
- Staff understand particularly well the socio-economic context of the school and the different challenges faced by some children and their families. They demonstrate empathy and compassion in dealing with parents' concerns, and work very effectively with partners as part of a multi-agency approach to address any issues. The importance of working with families to overcome specific challenges, and to ensure children are ready to learn, is well understood by all.
- Senior leaders have used the Pupil Equity Fund (PEF) to employ additional staffing. Early years practitioners and additional support needs assistants (ASNAs) have been provided with training and guidance to lead and develop intervention groups. This supports identified younger children to develop their literacy, numeracy and social skills. Funding has also been used to provide specialist support for a few children who need help with their social and emotional wellbeing. Such interventions are tracked and evaluated for impact by senior leaders. From the school's own data, children who have had, or who are currently receiving, additional support are making better progress in their learning and development. The headteacher has taken steps to make sure that this successful approach is sustainable and viable in future years.

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 are meaningful and relevant for children, and this is creating a positive learning environment. This ethos is underpinned by a commitment to children's rights. Children are very polite to visitors and to each other, and talk about their school with pride. The very respectful and positive relationships between staff and children are a key strength of the school. Children enjoy coming to school and engage purposefully in their learning. By P7, children can articulate clearly their feelings when faced with challenging tasks, as well as the strategies needed to overcome any problems they encounter. As they move through the school, almost all children develop the ability to work well individually, and in pairs and groups. They often help each other as they learn. Older and younger children have the opportunity to learn together. For example, at P6 and P7, children support younger ones in digital technology and paired reading.
- Children talk confidently about their learning and enjoy opportunities to learn independently. Pupil profiles have been introduced recently across the school. These profiles are intended to provide children with opportunities to set targets, in conjunction with their teachers and parents. As planned, this approach should continue to be developed, to allow children at all stages to take more ownership of their learning. Outwith class, there is a range of opportunities for children to lead whole school projects and initiatives through the pupil voice groups. For example, through the outdoor learning groups, children and staff are planning a range of exciting experiences, making the most of the new school grounds and the local community. This is allowing children to make connections across the curriculum. As part of 'health week', the winning entry from a pupil competition has been used as the design for the new 'daily mile' track.
- The overall quality of teaching across the school is good, with some very good examples. The school's recently updated learning and teaching policy outlines the shared vision of high quality learning experiences for all children. Teachers work across the stages to collaboratively plan meaningful lessons and activities for children. In most lessons, teachers share the purpose of learning well with children and involve them in identifying success criteria. In most classes, teachers use a variety of teaching approaches very well to motivate children. These include active learning, whole class lessons, group and paired work. In almost all lessons, clear links are made to prior learning. In most classes, the content of tasks and activities are appropriate and matched well to learners' needs overall. In almost all classes, targeted groups of children are provided with additional challenge. As planned, teachers should continue to share best practice in pedagogy across the school.
- A variety of appropriate and effective strategies are used to assist children with additional support needs, to ensure they can fully participate in their learning. Classroom assistants and ASNAs make good use of the breakout spaces and 'pods' to provide valuable help to individual children and groups of children.

- A significant priority this year has been to improve opportunities for digital learning. The provision of new equipment and appointment of an information and communication technology (ICT) coordinator means that all children are accessing digital learning on laptops and tablets, both as a discrete subject and within their classrooms. As a result, children use digital devices enthusiastically and are positive about how regular access to digital devices now enhances their learning experiences. They access online games to support learning in numeracy and mathematics; use search engines effectively for research; and use coding to develop their computational skills. Children with additional support needs, such as dyslexia, benefit from the use of laptops to enable them to access the curriculum. The school is well placed to extend the use of digital technologies further.
- Teachers provide children with oral and written feedback to inform and support their progress in learning. In the best examples, feedback supports children's understanding of their learning and allows them to speak confidently about next steps. This good practice should be shared more widely. As planned, teachers should continue to promote the development of higher order thinking skills through a range of approaches, including effective questioning techniques. The outward-looking headteacher and teachers make the most of opportunities to share good practice. Plans are in place to develop further the culture of professional learning by extending the school's teaching observation programme with Bargarran Primary School.
- The collegiate calendar outlines the agreed annual plan for joint planning and moderation. A few teachers are working at a national level in moderation activities and this has led to the sharing of good practice. As moderation activities continue to develop at the school, all teachers are involved in moderation of writing this year and have prepared a series of lessons for moderation at cluster and local levels. This is increasingly helping teachers to develop their confidence in assessing children's progress and achievement of a Curriculum for Excellence level. There are suitable plans in place for these moderation activities to be embedded across all aspects of literacy and numeracy.
- All staff are committed to raising attainment for all children. Overall, teachers have a good understanding of the progress children are making in their learning. Senior leaders and individual teachers meet three times throughout the year to discuss the progress of all children. Where any concerns about a child's progress arise, interventions are planned, implemented and monitored. At the time of inspection, the school was in the process of reviewing and making changes to their assessment approaches. These include participation in the Scottish National Standardised Assessments (SNSAs) at P1, P4 and P7; and as part of the cluster arrangements, the school will this year be introducing standardised assessments for literacy, numeracy and science at P2, P3, P5 and P6. Formative assessment strategies are well established and understood at all stages. As the school continues to review its approaches, teachers should develop the use of planned, periodic holistic assessments when considering the achievement of a Curriculum for Excellence level. As part of the review, we have asked senior leaders to ensure that systems for record keeping associated with assessment approaches are not overly burdensome.

2.2 Curriculum: Learning pathways

- St John Bosco Primary School's curriculum rationale has been created with staff, parents and children, led by senior leaders. This is an ongoing piece of work which is revisited and adapted to reflect changing contexts.
- The school makes good use of learning pathways, some of which are provided by Renfrewshire Council. This supports teachers' planning in literacy, numeracy and aspects of health and wellbeing. Teachers use these pathways, along with experiences and outcomes in Curriculum for Excellence, to build on children's prior learning, including those who require additional support to make progress. Senior leaders have plans to establish clear progression pathways for all other curricular areas. They are prioritising completion of the health and wellbeing programme and taking forward science as a discrete subject.
- The school's very good approach to interdisciplinary learning provides motivating contexts across stages. Teachers plan and assess learning from groups of experiences and outcomes, drawn from different curriculum areas. Children help to plan topics at the outset by identifying what they would like to find out about. They make connections across different areas of learning through relevant, challenging and enjoyable experiences.
- Children increasingly have opportunities to learn in the outdoor facilities and spaces on the newly developed campus grounds. Teachers are beginning to make use of these areas to bring aspects of learning outdoors. The school has plans in place to continue to develop outdoor learning progressively throughout all stages of the school. By maximising the potential of the school grounds and embedding regular use of the outdoors, children's learning experiences will be further enhanced.
- Children benefit from the involvement of a range of partners who work closely with school staff. These partnerships provide good opportunities for children to participate and achieve across a variety of activities, such as singing and sports.
- Children learn French from P1 onwards. Teachers reinforce key vocabulary through daily routines and classroom activities, which enhances the active approaches to lessons. From P5 onwards, children learn Spanish. They enjoy having conversations with each other to practice the key words and phrases they have learned.
- All children at the upper stages receive specialist musical instrument tuition in recorder. At P7, children also receive samba drumming lessons. Aspects of learning in the school's expressive arts curriculum culminate in opportunities for children at all stages to present and perform to their families and friends, such as the whole school's recent Robert Burns Day celebrations.
- Children have good opportunities to develop skills for learning, life and work when working together in pupil voice groups. They also benefit from participating in specialist focus weeks, such as health week, and Science Technologies Engineering and Mathematics (STEM) week. They are developing a knowledge of the world of work, for example by working with Renfrewshire Council's architects to plan how to display key information on children's rights around the school.

2.7 Partnerships: Impact on learners – parental engagement

- Over many years, the headteacher and staff have developed very positive and productive partnerships with parents and families. In the pre-inspection questionnaire responses, and in discussions during the inspection, parents told us that they value the work of the school and that their children are happy. They spoke of the highly supportive relationships they have with the headteacher and all staff and confirmed that the staff team work in partnership with them to share in their children's learning and development. Parents told us that they feel welcome and that staff are very approachable.
- The school engages with parents in a variety of ways. Parents welcome the range of relevant formats, such as newsletters, social media and the school 'app', through which they feel they are kept very well informed about school events. Overall, parents feel that they have good information about their child's progress in learning. Parents' consultation evenings with teachers are particularly well attended, aided by the crèche which is organised and funded by the Parent Council. Workshops and open days provide valuable opportunities for parents to learn about curriculum developments. For example, parents appreciated hearing from a national expert on anti-bullying and positive behaviour approaches, during the recent whole-school initiative to refresh this area of the school's work.
- The Parent Council plays an important and active role in supporting school improvement. They seek and represent the views of parents, and are very supportive of school leaders, and all aspects of school life. Parent Council members we met with spoke positively about the range of support from parents, grandparents and the wider community in attending and helping out at school events, such as shows and performances. During the planning and construction of the new school accommodation, the Parent Council visited other joint campus schools and made important contributions to the final design process.

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

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

- In keeping with the Roman Catholic ethos, there are positive and respectful relationships between adults and children across the school. This helps to ensure a caring and supportive ethos, in which children feel happy and well cared for. Of children who completed the pre-inspection questionnaire, and those we spoke to in focus groups, most agreed that they were encouraged to treat others fairly and with respect; were helped to understand how well they are progressing in their learning; and are taught how to be healthy. The new school building, grounds and facilities help to ensure that all children are involved, included and well supported in their learning.
- The wellbeing of children is central to the life and work of the school. The calm, welcoming and purposeful environment in classes, open areas and around the shared campus, helps to ensure that children enjoy their learning. They have been very well supported to adapt to sharing common areas of the campus, for example the dining room and playgrounds. A supportive, inclusive culture is modelled by adults, and this helps children to gain confidence to talk about any worries they have, or issues affecting them. The approaches to revisiting strategies for anti-bullying have been very well considered by senior leaders, and have involved the whole school community. As a result, children are developing a deeper awareness of rights, responsibilities, actions and consequences. Commendably, the whole school community is developing a shared understanding of the synergy between relationships, behaviour and nurture.
- Children are developing a good awareness of the wellbeing indicators. Recently, staff have made a positive start to providing children with opportunities to reflect on and evaluate their own wellbeing. The school has accurately identified that tracking children's progress in health and wellbeing is an area for continued development. As planned, staff should continue to develop parents' understanding of wellbeing and the role of the wider school community in supporting this.
- Staff work together very well to provide an inclusive environment for learning in which children, parents and partners feel that their opinions and views are sought and valued. Children recognise that their contributions matter and that they can bring about change, for example, through the work of the junior and senior pupil voice groups. As these groups develop, there is scope for children to gain more awareness of the skills for learning, life and work that they are applying in these citizenship activities.
- Children's learning in most aspects of the health and wellbeing curriculum is developing well. They have a very good understanding of the importance of regular physical exercise and good dental hygiene. They are less confident in describing the importance of eating well. There is scope to develop more fully children's opportunities to learn about food and health, and in

particular practical food skills. Staff should continue with plans to develop the health and wellbeing curriculum further. A next step is to ensure progression in learning in health and wellbeing as children move through the school. This includes identifying where relevant experiences and outcomes are taught, for example in class lessons, assemblies, in the pupil voice groups, or through the wider life of the school.

- School leaders and staff work hard to ensure there is an orderly and positive social experience for children in the campus shared dining room. Staff and parents who spoke to inspectors feel strongly that the arrangements for children ordering school lunches are not working well. Too frequently, children do not get their choice of food, which discourages them from having a school lunch. We have asked Renfrewshire Council to take urgent action on this issue, in order to ensure that children entitled to have a school lunch are positively enabled to do so. Other factors surrounding the need to improve the presentation of school food have been discussed with Renfrewshire Council.
- The headteacher and depute headteachers are aware of their roles and responsibilities related to statutory duties. Further embedding of 'Getting It Right For Every Child?' and Renfrewshire's Nurturing Relationships Approach are key features in the school's improvement plan. Staff across the school are benefiting from professional learning to develop further their confidence and skills in this area. In line with local authority guidance, the school is in the process of reviewing and updating procedures for identifying the additional support and intervention that individual children may require. Staff know children and families very well, and are alert to any challenging circumstances or changing needs. Senior leaders have developed an overview of the range of children's needs across the school. They monitor carefully the support and interventions that are put in place to support children. As a result, children with additional support needs are well included and engaged in their learning.
- At the time of the inspection, staff were adapting planning formats to support children's wellbeing and additional needs. To build on their successful, practical support for children, we have asked staff to revisit their approaches to creating appropriate long and short-term targets for identified children. This will help staff to more easily evaluate and monitor the success of the range of strategies and interventions they put in place for children.
- The school works very well with a range of partners and third sector organisations to ensure that the needs of children requiring additional support and their families are met. The school is very well supported by Renfrewshire Council's Education Support and Resource Group, which includes staff from specialist provision. As a result of this productive partnership working, school staff receive helpful guidance and advice in reviewing support strategies for individual children.
- By P7, almost all children can talk confidently about their feelings and can empathise with others. Through participation in the Rights Respecting School award scheme, children at all stages are learning about equality, inclusion and fairness. Overall, across the school teachers make meaningful links in the course of learning to children's rights and aspects of equality. As planned, staff should continue to build on this positive approach to embed further equality and diversity in the curriculum.

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, most children are making good progress in literacy and English and numeracy and mathematics.
- Curriculum for Excellence levels provided by the school for session 2017/2018 show almost all children achieved early level across all areas of literacy and numeracy by the end of P1. Almost all children achieved talking and listening and numeracy, and most achieved reading and writing by the end of first level. Most children at second level achieved national expected levels in numeracy and listening and talking, and the majority achieved in reading and writing.
- For children with additional barriers to their learning, the evidence provided by the school indicates that most are attaining appropriate to their individual level of needs.

Attainment in literacy and English

- Attainment in literacy and English is good overall. According to the school's own data, most children are making good progress with reading, writing, listening and talking. A few children make very good progress and exceed national expectations. The school identifies that this year, all children are on track to achieve early level in all areas of literacy by the end of P1. Most children are on track to achieve first level in all areas of literacy by the end of P4. The majority of children are on track to achieve second level in all areas of literacy by the end of P7. However, inspectors found that teachers' assessment of children's progress tended to be over-cautious. From a range of inspection evidence, including class observations, looking at children's work and working with sample groups of children, inspectors found that most children at P7 are capable of achieving appropriate Curriculum for Excellence levels in literacy.

Listening and talking

- Attainment in listening and talking is very good. Across the school, almost all children are articulate. They can apply their listening and talking skills well in lessons, group activities and discussions. As they move through the school, their skills in interacting with others develop very well. By P7, almost all can listen well to each other in a respectful and mature manner. Children at the early level can ask and answer questions about to show and support understanding. They can talk clearly to others in different contexts, sharing feelings, ideas and thoughts. At the first level, children listen and respond appropriately to others in a respectful way, for example, asking and answering questions. They contribute to group or class discussions, engaging with others for a range of purposes and work well collaboratively. At the second level, children show respect for the views of others and offer their own viewpoint. They are able to give extended, justified answers to questions. They can build on the contributions of others by clarifying points or supporting others' opinions or ideas. They are developing their skills in delivering presentations. They enjoy debating topical issues, such as the pros and cons of school uniform, doing homework and having mobile phones in school.

Reading

- Overall, attainment in reading is good. Children are encouraged to develop a love of reading. A range of books is available in the school and class libraries. Books are prominently displayed in classes and open areas of the school. As a result, children are engaging well with a range of texts across their learning and are selecting texts for their personal reading. They enjoy listening to, and reading together class novels. At the early level, almost all children can use their knowledge of sounds, letters and patterns to read words. They can read familiar texts aloud with attention to simple punctuation. At the first level, most children can explain preferences for particular texts and authors. They can offer a few ideas about characters, writers' use of language, structure and setting. At the second level, most children can read aloud with fluency, understanding and expression, using appropriate pace and tone. They can make relevant comments about structure, characterisation and setting with reference to the text.

Writing

- Children are making good progress overall in developing their writing skills. They have frequent opportunities to develop and apply their writing, linked to their topic work or to real-life contexts. Increasingly, they use digital technology to enhance their writing. At the early level, almost all children can attempt to spell familiar words correctly and to use capital letters, full stops and connectives in at least one sentence. They are beginning to write independently with confidence. At the first level, most children can use their knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words and they can link sentences using common conjunctives. They can plan and organise ideas using an appropriate format. At the second level, most children can create texts for a range of purposes and audiences selecting appropriate genre, form, structure and style. They can also make appropriate choices about layout and presentation of their writing to engage the reader. They are familiar with a range of writing techniques to make their own compositions interesting.

Numeracy and mathematics

- Overall, almost all children at the early level, and most children at the first and second levels are making good progress in numeracy and mathematics. A few children across the school are making very good progress and are exceeding national expected levels. There is a need for teachers to establish periodic, holistic assessment of children's learning in numeracy and mathematics, to widen the focus when considering children's progress.

Number, money and measure

- At the early level, almost all children can identify numbers and count forwards and backwards within a range of zero to 20. They can recognise the number of objects in a set using one to one correspondence, and almost all children use appropriate mathematical symbols. Children are developing their understanding of addition and subtraction with the support of practical materials. By the end of first level, most children can identify the value of each digit in a whole number with three digits and can confidently round to the nearest ten and 100. There are examples of children creatively applying their skills in mathematics to devise games for others to play. There is scope to develop children's ability to apply their knowledge of money in simple problems including calculating change. Most children can identify and name the denominator and the numerator and use the correct notation for common fractions. Most children require more experience in comparing the size of fractions and ordering them. Overall, the majority of children approaching the end of second level have good understanding of place value, rounding whole numbers and can confidently use the four operations to solve calculations. The majority can order a range of numbers less than zero and can identify links between fractions, decimals fractions and percentages. Most can calculate a simple percentage and fraction of a quantity. Children require more practice in tackling multi-step and word-based problems including examples with money and time.

Shape, position and movement

- At early level, children are exploring and learning about the properties of 2D shapes and can create composite pictures using these. At first level, most children can confidently identify and describe 3D objects and 2D shapes using appropriate vocabulary. Children require experience in identifying right angles and recognising these in the environment and in 2D shapes. At second level, the majority of children can use mathematical language to describe and classify a range of angles. They can describe, follow and record directions using appropriate vocabulary.

Information handling

- At early level, children create daily pictorial displays using the interactive whiteboard, recording their lunch choices. Almost all can use knowledge of colour, shape and size to match and sort objects. Children at first level gather information and produce simple graphs and charts. They are developing their use of appropriate vocabulary of probability to describe the likelihood of simple events. By the end of second level, most children are able to interpret and draw conclusions from information displayed in a variety of forms. There are examples of children in upper school classes applying their information handling skills in other curricular areas, for example with 'living graphs' in social studies.

Attainment over time

- The school provided data covering three years of information on children's achievements of reading, writing, talking and listening and numeracy. Over time, there has been a sustained high level of attainment for almost all learners at early level across all areas. At first and second levels, the data indicates that the school has raised attainment in literacy and numeracy over time. Interventions to support reading, writing and mental agility have contributed to this overall positive progress. The school should continue to focus on developing assessment approaches that will help to raise attainment further, particularly at second level.

Overall quality of learners' achievement

- Across St John Bosco Primary School, children are benefiting from participation in wider achievement opportunities. This includes a variety of lunchtime and after school clubs, some of which are joint ventures with Bargarran Primary School. Children's achievements out of school are displayed on the 'Celebrating Wider Achievement Wall', with photos and comments from this wall later added to children's individual profiles. At assemblies, children are presented with 'pupil of the week' certificates and the group photograph is displayed in the school hallway.
- Children across the whole school develop their teamwork skills through pupil voice groups. Participation in these groups is recorded in each child's pupil profile, 'All About Me and My Achievements'. These profiles also include children's best achievements from class and a written record of their hopes and dreams. Senior leaders are at the early stages of recording and tracking children's wider achievements across and outwith school.
- Children across the school take part in local and national awards and events. The school has achieved success participating in sporting competitions, most recently winning the Renfrewshire basketball championship. The pupil fundraising groups have led a number of whole school activities, raising money for charities specifically chosen by children. Children in upper school are supported by staff to apply their faith in actions at home, in the community and at school to work towards achieving the Pope Francis Faith Award.
- Overall, the wide range of opportunities provided by the school are impacting positively on the children's confidence and they speak highly of the benefits of these experiences.

Equity for all learners

- Staff know children and families well and the socio-economic context in which they live. The school community are committed to promoting equity across learning for all children in an inclusive ethos.
- Using the school's allocation of the PEF, a number of targeted interventions are used by staff to reduce potential barriers to learning. For example, enhanced staffing in the early stages of primary is used to support identified individuals and makes effective use of learning through play pedagogy to support raising attainment in literacy and numeracy. Digital technologies purchased have supported a number of children in accessing the curriculum and the school can demonstrate positive impact on readiness to learn and engagement.

Choice of QI : 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Transition from nursery to P1 is very well planned and as a result, children settle well into school. P1 teachers are keen to continue to develop their knowledge and understanding of pedagogy for early years to enable them to build on their existing play-based practice. They have developed positive relationships with practitioners in the nursery and value the opportunity to discuss children's learning and development and how they can build on this and ensure progression across the early and first levels. Enhanced transitions are in place for children who have additional support needs. Information is shared between partners and relevant agencies to ensure children's needs are met well. Moving forward, increased opportunities for professional dialogue will enable practitioners and teachers to continue to develop the transition process between the nursery and the primary.
- The school has developed effective approaches to sharing information at key points of transition. Senior leaders and teachers know the children very well, and formal and informal discussions between class teachers ensure continuity in learning as children move stages during school. 'Bump up' days in June allow all children at P1 to P6 to meet their new teacher in their new classroom environment. The school plans to develop further parental involvement for all stages of primary school transitions.
- Transition arrangements for P7 children transferring to Trinity High School and Park Mains High School are very well established and effective. Children have opportunities to take part in a range of visits and events in secondary school which commence in P6 with 'Freshers' Day'. The P7 secondary school visits culminate in a four-day secondary school and outdoor learning experience, along with other P7 children across the cluster. These arrangements help children to form friendships and get to know secondary school staff. Information shared with the associated secondary schools allows them to build on the children's prior learning.
- Enhanced arrangements are in place for children who require extra help and more time to make a successful transition to secondary school. These are delivered through tailored approaches including additional visits to the school for children and parents. An early start to planning transitions ensures appropriate additional steps are in place to support children effectively. Partners and other relevant agencies including the home link worker, Active Schools co-ordinator, educational psychologist, and speech and language therapists, all ensure a highly effective transition processes.
- A transition teacher, appointed to the Trinity High School cluster, works one half of the year with P7 children in their associated primaries. She then supports them at Trinity High School as new S1 pupils. As well as building relationships and reducing barriers to learning, the recent focus for transition in learning has been on literacy. The literacy transition developments include agreed standardised approaches to writing across the cluster; a literacy transition project; and a visit from a teacher from the English department to P7. There are plans in place to develop these arrangements further in literacy and numeracy.

Practice worth sharing more widely

The sector-leading partnership approach to creating a vibrant and caring environment, within the new shared campus with Bargarran Primary School. Adults in both schools model for children a respectful, collegiate and inclusive way of building a new community together.

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.