

Summarised inspection findings

Bargeddie Primary School

North Lanarkshire Council

7 February 2023

Key contextual information

Bargeddie Primary School is located in the village of Bargeddie, towards the west of Coatbridge, North Lanarkshire. The school roll is 124 children. There are six classes which are all composite classes. Most children reside in deciles one to four of the Scottish Index of Multiple Deprivation data zones. The senior leadership team consists of a headteacher and a principal teacher. During the last academic year and the beginning of this academic year, staff absence has impacted on the pace and progress of change. In addition, there have been significant changes including new appointments to the staff team in the school.

1.3 Leadership of change

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

- The headteacher, principal teacher and staff have created a positive, rights respecting ethos where children and staff display mutual respect. Staff have a clear understanding of the social, economic and cultural context of the school.
- The vision and values are embedded into the life of the school and contribute to the positive ethos. They focus on the core aim of working in partnership with the school community to maximise all children's potential. They are focused on wellbeing and linked to a rights-based learning approach. The 'Eddie from Bargeddie' mascot is popular with all children and supports their awareness of the rights of the child. A more concise vision, values and aims statement will support further the shared understanding for all members of the school community. This will build upon the child friendly statements used by children, 'Be Safe, Be Ready, and Be Responsible.'
- Senior leaders state that recent challenges, as result of the pandemic and from staff absence, have impacted on the pace and progress of change. Over the last year, there have also been significant changes to the staff team in the school.
- Senior leaders use a monitoring calendar which outlines the range of approaches used to evaluate the quality and impact of children's learning experiences. This includes sampling children's work, visiting classes to observe children's experiences and monitoring attendance.
- Senior leaders create clear improvement plans and school improvement reports to help support the pace of change. These outline clear actions and timeframes and the allocated areas of responsibility. All staff now need to be more regularly and meaningfully included in the creation and evaluation of school improvement priorities. Staff leadership roles, linked to improvement priorities and the inclusion of staff's professional views and knowledge, will support shared self-evaluation processes. Further engagement in self-evaluation, through increased use of How Good is our School? 4th edition (HGIOS4) would evidence more clearly

strategic direction and continuous improvement. Senior leaders seek parents and carers views to develop further their participation in the life, work and successes of the school.

- Children feel included in decisions that are important to them. They are consulted using various tools including 'what I think' discussions and pupil attitudes to self and school questionnaires. P6 and P7 children enjoy a variety of responsibilities. These include leadership roles such as house captains, sports ambassadors, digital ambassadors and buddies to P1 pupils. These responsibilities are supporting staff to understand children's views and opinions. Children in other stages will benefit from the planned re-introduction of leadership groups including the pupil council and Eco Schools committee. This will widen opportunities for all children to develop their leadership skills and contribute to further improving the school.
- Senior leaders undertake annual staff professional reviews. These identify areas for development linked to professional standards and personal research and reading. All staff engage in professional learning linked to improvement plan priorities and the development of learning and teaching approaches. The majority of teaching staff participate in leadership courses as part of a local authority leadership programme. The majority of staff have also completed practitioner enquiry projects, with a few studying at masters' level. This enabled them to reflect on improvement approaches in areas such as, mindset in education and the use of digital technology and its' impact on pupil learning.
- A strong feature of the school is staff collegiality and commitment to improve outcomes for all children through the sharing of learning and knowledge. Staff express enthusiasm and a strong professional awareness to develop further approaches to learning, teaching and assessment. Senior leaders should increase opportunities for professional dialogue and regular reviewing of new initiatives, approaches and professional learning experiences. This could support further the development of a shared pedagogy that reflects the local context and builds upon staff's professional expertise.

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

- There is a warm, friendly and supportive ethos across Bargeddie Primary school. Almost all children are respectful and polite. Almost all children speak positively about their learning and their school. They reflect the school's values in their day to day interactions with each other and almost all evidence a clear commitment to and awareness of children's rights. All staff treat children as individuals and as a result children are proud to be part of the school. Most children report that they feel safe at school and that they are treated fairly and with respect.
- Children are supported well to work independently, in pairs and in groups. There is a whole school focus on extending children's thinking and understanding through higher-order thinking questions. This is at an early stage of implementation and a more consistent and focused approach is now needed to develop this work further.
- Teachers and support staff work well together to meet children's learning needs. They are committed to building children's resilience. Almost all children feel that staff know them well as individuals and that they are supported to understand how they are progressing in their learning. Children have increasing opportunities for choice in their learning.
- Across the school, children are using a new approach to their learning called 'learning powers.' This supports children to feel more confident and reflect upon their learning. They recognise that through making mistakes, they learn.
- Children are eager to be active participants in their learning and most engage well in independent as well as collaborative working. For example, they independently select resources to support their learning and identify what they would like to research within planned learning themes. P5 and P6 children engage positively with the 'What we are Learning Wall'. They report that they enjoy having a say in how they are learning and complete extra work at home for the learning wall. Staff encourage children to develop a positive mindset towards challenge and a 'can do' culture within numeracy and mathematics. Recent staff training in mindset, mental maths and computation strategies supports children with work in number processes. As a result, most children are more confident and resilient in their engagement in mathematics and numeracy. Approaches to support pupil engagement in their learning should continue to be developed across all stages.
- Overall, almost all teachers share the purpose of the class lessons and support children well to complete learning activities. As a result, almost all children engage confidently and cooperatively with each other in their learning and are keen to achieve. The majority of children state that their learning could be more challenging at times. In most lessons, children would benefit from more challenge. In a minority of lessons, children who finish their work early should have learning activities to extend and consolidate learning. Across the first and second

level, pupils peer and self-assess within writing. Children report that they benefit from 'hearing from others' how they can improve their writing and like finding out what they have done well.

- All children have their own personal learning targets for literacy, numeracy and health and wellbeing. These targets should now be more focused and progressive, clearly defining the next steps in learning for individual children. This should support children to understand more clearly how to be successful in their learning. All children now need success criteria to be more differentiated to support them to make the best possible progress.
- Senior leaders and staff are at the early stages of implementing play-based pedagogy. They would benefit from the use of the early years national practice guidance 'Realising the Ambition: Being Me'. This should support them to make links between practice, theory and policy guidance. This will ensure staff have a greater understanding of how children experience learning based on the principles of the national practice guidance. Staff would benefit from developing further their current practice around the role of the adult in the play environment.
- All teachers make effective use of digital technology to enhance teaching and learning and make it more motivating and meaningful. For example, children at second level create adverts and use videoing effectively to evaluate their performances.
- Teachers use a variety of formative and summative approaches to plan, assess and report on pupil progress in learning. Individual pupil progress across a level is tracked in literacy, numeracy and health and wellbeing. Senior leaders and staff have termly meetings to review pupil progress and identify any interventions required for children in their classes. Senior leaders have identified gaps in attainment across all literacy areas. As a result, there is an increased focus on developing pupils' language capabilities. Teachers should now continue to reengage with the process of moderation across the school and cluster. This will increase further staff's understanding of national standards and build confidence in professional judgements. This should support the accurate assessment of children's achievement of a Curriculum for Excellence (CfE) level and reduce the reliance on summative assessments.
- Teachers plan informally together where possible to support a greater consistency across learning and teaching. All teachers use the school's recently created digital planning tool to plan learning. Teachers report that this new approach provides clearer evidence of coverage within a CfE level and has reduced planning workload. As staff complete the tool they engage in dialogue about progression across levels and continuity of learning. They have identified the need to review and evaluate the use and development of the tool.

2.2 Curriculum: Learning pathways

- The school community recently reviewed their curriculum rationale to reflect current national and local guidance. There is clear evidence that the school's values and children's rights underpin the rationale. A child friendly version of the rationale would support children to contribute to the evaluation and development of their curriculum.
- Staff consistently implement local authority literacy and numeracy learning pathways. These pathways support teachers well to plan effectively for depth, progression and skills development, building on children's prior learning. Staff have developed learning pathways for all other curricular areas based on CfE experiences and outcomes and curriculum design principles. All staff access these agreed learning pathways to plan relevant learning experiences, to raise attainment and meet the needs of children.
- Class teachers plan interdisciplinary learning opportunities. This supports children to develop and apply literacy and numeracy skills across different areas of the curriculum and in different contexts. This also builds on children's prior learning. Learning for sustainability is planned well through interdisciplinary learning. Children are given opportunities for personalisation and choice by selecting focus weeks and charitable causes for class and whole school learning. Children will benefit from the reintroduction of pupil leadership groups. This will increase opportunities for engagement in curriculum development.
- All children have the opportunity to take part in a few planned outdoor learning experiences within the school grounds and wider community. All staff have recently participated in training to develop further a shared understanding of outdoor learning. Senior leaders and staff are developing a policy to ensure a more consistent, progressive approach to outdoor learning.
- All children receive two hours of quality physical education each week. Teachers make good use of indoor and outdoor spaces to deliver a progressive programme of physical education. The Active Schools coordinator works effectively with the school. They identify opportunities to increase engagement and achievement in physical activities, sport and health and wellbeing.
- Staff are beginning to develop a whole school approach to teaching and assessing the skills for learning, life and work. Staff should continue to embed these skills through real life contexts.

2.7 Partnerships: Impact on learners – parental engagement

- Staff, parents, carers and partners have strong relationships. All parents and carers say senior leaders and staff are accessible and approachable. Parents and carers speak highly of the support provided for children. The quality of relationships with parents and carers results in children feeling secure, happy and enthusiastic about school.
- Staff keep parents and carers informed of children's achievements and the work of the school in a variety of ways. Senior leaders seek parents' and carers' views on a range of initiatives using a wide range of digital surveys and questionnaires. Staff and senior leaders provide information to support children's learning at home. For example, through holding parent and carer workshops and providing literacy resources. Senior leaders very effectively signpost information and partner agencies to support children's and families' wellbeing and inclusion. Parents and carers value this nurturing and supportive approach.
- The valuable work of the Parent Council and the role of parent volunteers was interrupted by the pandemic. The newly formed Parent Council is keen to continue to support the school's work including curriculum initiatives. There is scope to increase parental engagement as the school continues its improvement journey. For example, opportunities for families to support children's learning will develop further their understanding of how children learn, and how parents and carers can support them at home.
- A wide range of local partners speak very highly of their collaborative relationships with senior leaders and staff. These effective partnerships are supporting improved outcomes and providing rich opportunities for children to develop skills for learning, work and life and experience success.

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.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- All staff work hard to create a nurturing environment and a strong inclusive ethos. They have respectful and trusting relationships with children and meet their social and emotional needs very well. In pre-inspection questionnaires, most children, parents and carers report that children feel safe in school. Almost all children know who to speak to if they need help or support.
- Staff have integrated children's rights across the curriculum and life of the school. They are an integral part of the key aims of Bargeddie Primary school and outline their holistic and child-centred approach. These aims include parental support, restorative practice, developing thinking skills, wellbeing and personal development. Children across the school have a very strong understanding of children's rights within the United Nations Convention of the Rights of the Child. The school has gained a Silver Rights Respecting Schools Award. Most children talk confidently about their rights and what they mean for themselves and others. They support global charities and climate change initiatives such as Water Aid and a Ukrainian appeal. This is developing further children's understanding of themselves as global citizens.
- All staff and most children have a very good understanding of the wellbeing indicators and can link them to real life and school experiences. The indicators are integrated into the school's progressive health and wellbeing curriculum framework and there is a different wellbeing indicator as a focus each month. The indicators are linked to the CfE experiences and outcomes and staff use these to track effectively children's progress in health and wellbeing. This ensures all children have valuable opportunities to develop their knowledge, understanding and skills to support their overall wellbeing. These experiences lead to children's improved understanding about all aspects of health and wellbeing and contribute to an inclusive learning environment.
- The headteacher is a strong advocate for children and families' rights and entitlements. All staff offer a wide variety of supports, advice and help accessing resources that reduce barriers to learning for children and families. The school's 'Poverty Proofing' policy outlines support for families and raises staff awareness of support services and avenues for accessing funding.
- All staff are aware of their responsibilities in relation to safeguarding and keeping children safe. All staff have completed training in line with their responsibilities and codes of practice. They know their children and families very well, including those who may require additional support. Senior leaders and class teachers track the progress and attainment of children with additional support needs very well. Children who require individualised plans are supported well, with appropriate targets in place. Staff involve parents and carers in planning meetings and very effectively include children's views when agreeing targets and next steps. This results in improved outcomes for children.

- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- The headteacher and staff are committed to a collective responsibility for children and families' positive mental health. Support staff are skilled in helping children with their learning and emotional wellbeing within classes. In addition, nurture groups support children with self-regulation and emotional awareness. As a result, children have positive outcomes, such as improved attendance and better engagement in learning. This is helping children to become more resilient learners, develop social relationships and understand how to seek help when they need it. Children's voice is valued and children feel listened to, for example, through the use of the 'what I think' tool. This results in high levels of engagement and an environment of respect between children and adults.
- Staff provide targeted interventions for identified cohorts of learners with an aim of improving attainment. These include children who have barriers to learning. Staff track their progress carefully to ensure wellbeing interventions are having an impact. Senior leaders engage very effectively with a wide range of agencies to support children's health and wellbeing. These include, Educational Psychology services, counselling services, the community learning and development team, and the speech and language services.
- Staff access handover information and 'Getting it Right for Me' documents for individual children at points of transition within the school. These include information on children's strengths, likes and interests. They also provide helpful strategies that support learning and the child and family's views on their child's progress. Senior leaders should ensure information on prior learning is shared consistently to maximise continuity in learning across stages.
- The inclusive and nurturing ethos of the school leads to the implementation of appropriate interventions to support children who experience challenges. All staff benefit from a variety of professional learning to support inclusion. This includes lesbian, gay, bisexual, transgender and queer (LGBTQ) training, and an introduction to dyslexia and inclusive practice. Senior leaders should continue to ensure the impact of this work and other planned professional learning is kept under review and results in changes to practice and approaches.
- Children learn about resilience, diversity and discrimination through planned learning experiences in classes and assemblies. This supports children's understanding and awareness of the diverse communities living in the local and wider school community. Staff promote a wide variety of initiatives to improve equality and inclusion for all learners and improve children's knowledge of protected characteristics. These include a lunchtime club for British Sign Language, 'Show Racism the Red Card' and Black History Month. Children explore different faiths, beliefs and traditions using the school's Religious and moral education progression pathway. Senior leaders should ensure the attendance and participation by all children in these initiatives is monitored carefully.
- Senior leaders work very effectively with teachers, support staff and partner agencies to identify children who have barriers to learning. They monitor their progress and wellbeing rigorously, which is helping ensure children's wellbeing needs are met well.

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

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. At early level, the majority of children achieve early CfE level in reading and writing with most attaining early level in talking and listening and numeracy. At first level, the majority of children are achieving CfE first level in reading, writing and numeracy with most children achieving first level in talking and listening. At second level, all children are achieving the expected CfE level in reading, most are achieving second level in talking and listening and numeracy and the majority are achieving second level in writing.
- Senior leaders and staff monitor closely the progress of children requiring additional support or with barriers to learning. As a result, children make good progress in their learning.

Literacy and English

- Overall, children are making good progress in reading, writing, listening and talking.

Listening and talking

- Across all stages, all children are encouraged to be actively involved in talking and listening activities. Most children work cooperatively and respectfully with each other and respect differing points of views. They take turns to talk and listen to each other, appropriate to their age and stage. At early level, most children are keen to talk about their learning. At first level and second level, most children listen well to instructions and respond appropriately. Most children express their views confidently and offer their own opinions, justifying their thinking with support at times. Children working at second level speak enthusiastically about giving presentations to classmates and in assemblies. They are becoming more aware of different communication techniques such as eye contact, clear annunciation, and use of tone to engage the listener.

Reading

- Across all stages, most children are developing their strategies for reading. They can talk about strategies including sounding out the word and other strategies to support their vocabulary development. Most children talk positively about stories being read and can explain preferences for particular texts and authors. Children working at second level can read fluently and with expression. They are enthusiastic about the novels they are reading. They can answer inferential and evaluative questions. At first and second level, almost all children can explain the difference between a fact and an opinion. Teachers should continue to embed a reading for enjoyment culture across the school. They should develop further reciprocal reading approaches so that children develop improved comprehension of the texts they are reading.

Writing

- At early level, most children are exploring and using sounds, letters and words to help them with their writing. The majority of children are forming their letters correctly and use capital letters and full stops. At first level, most children are writing independently using appropriate punctuation and conjunctions. At second level, most children enjoy writing for a range of purposes, using notes well to help them to plan their writing. Children should develop their understanding of the measures of success in writing. This will support them to be more independent and aware of how they can improve their writing. Writing skills are being developed through explicit teaching as well as through the increased use of digital programmes. Senior leaders have identified that a more consistent approach to writing will support further progression, pace and challenge for all children.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. At first and second levels, most children talk positively about their increased confidence in solving maths problems. At times there can be an over reliance on the use of textbooks and worksheets. Children would benefit from more opportunities to apply their knowledge and skills across real life and problem-solving contexts.

Number, money and measure

- At early level, most children are exploring numbers and know that they represent quantities. They can match a given number of objects to numbers up to ten. At first level, most children are applying appropriate strategies to carry out multiplication. They can round numbers to the nearest 10 and 100. At first level, most children have a good understanding of how to add in multiples of 10 for both two and three digit numbers. They can correctly identify the correct coins to pay for items. Almost all children at second level can multiply and divide whole numbers by a single digit. They understand place value up to 100 000 and can round numbers up to 100 000. At second level, most children can read and record time in both 12-hour and 24-hour notation. They can calculate the duration of activities using both of these notations. At second level, children are less confident at finding fractions of whole numbers.

Shape, position and movement

- At early level, most children recognise and name a range of simple two-dimensional shapes. At first level, children can describe the properties of a range of common two-dimensional shapes and three-dimensional objects. They use the terms equal edges, sides and faces. They recognise symmetry and can identify lines of symmetry in regular shapes. At second level, most children are aware of the properties of shapes and correctly use diameter, circumference and radius. Most children at second level can explain the difference between acute, obtuse, straight and reflex angles. They can calculate the perimeters of regular shapes such as rectangles. Children would benefit from further opportunities to calculate the areas of regular shapes and convert common units of measurement.

Information handling

- At early level, most children can sort objects in a variety of different ways. At first level, most children create bar charts and interpret them. Children would benefit from further opportunities to extract information from Venn diagrams. At second level, most children use pie charts, line graphs and bar charts to display information.

Attainment over time

- Overall, most children make good progress in literacy and numeracy over time. Senior leaders monitor and track effectively all pupil's attainment in literacy and English and numeracy and mathematics over time. They meet termly with staff to discuss attainment in literacy and

numeracy. These meetings, supported by diagnostic assessments, are used to identify appropriate interventions to support all children to make progress.

Overall quality of learner's achievements

- At early, first and second level, children have well-considered opportunities to share and celebrate their achievements. Staff recognise and celebrate achievements through school assemblies, certificates, social media and wall displays. At second level, children have a range of opportunities to develop increased confidence, self-esteem and achieve success. For example, organising a Christmas Fair, leading school assemblies, buddies and supporting younger pupils in their reading. This is strengthening children's confidence, teamwork and a sense of ownership and pride in their school.
- Across all stages, most children talk positively about opportunities to be involved and contribute to school life. Children develop digital skills, creative skills and an awareness of protected characteristics through a range of clubs. These include a 'Code Along' club, sign language club and dance club. Senior leaders are aware that there is a need to track participation and achievements of children across all levels. This will identify children at risk of missing out and ensure all children develop a range of skills for learning, life and work.

Equity for all learners

- Staff are in receipt of funding from the Pupil Equity Fund (PEF). The headteacher uses PEF to fund experiences for children such as swimming and a P7 outdoor activity week. In addition, the funding provides additional resources for targeted children including reading books to support reading for pleasure, home engagement sacks and digital devices. PEF also provides additional staffing and training for staff which support targeted interventions. Literacy intervention groups and targeted interventions evidence that for those children, there has been an improvement both in individual confidence and in their writing skills. The additional class teacher ensures increased support in classes and provides nurture sessions for identified children.
- All staff are aware of the range of barriers to learning children face and are particularly aware of the current cost of living crisis. There is a clear focus on 'poverty proofing' which is outlined in a school policy. Senior leaders consider carefully interventions for equity which are implemented across the school. Senior leaders report that the interventions are having a positive impact overall, with children becoming more confident using taught strategies to manage their feelings better. Senior leaders and staff should track more closely the targeted PEF interventions, their impact and how these interventions work towards closing the poverty related attainment gap. This should include more effective monitoring of progress of accelerated learning for individual children.

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.