

# Summarised inspection findings

**St Patrick's Primary School**

North Lanarkshire Council

10 December 2019

## Key contextual information

St Patrick's Primary School is a denominational school serving the Kilsyth area of North Lanarkshire. The headteacher has been in post since January 2018. The school roll is 249. There are ten classes, three of which are composite classes. There is a school library, an ICT suite and a nurture room.

### 1.3 Leadership of change

**satisfactory**

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

■ This session, increased stability in staffing including in senior leadership roles has helped to bring about a welcome focus to the overall strategic direction of the school. Overall, the headteacher provides strong direction in the day-to-day life of the school. She has been in post for just over a year and a half. This session, she aims to promote an improved shared vision of key priority areas for development and improvement, such as; quality of teaching and learning, nurture and the refreshed vision, values and aims. This will also promote increased ownership amongst all stakeholders across the school community of successes and areas that need to be improved.

■ Along with the senior leadership team, the recently-appointed headteacher recognised the need to involve staff at all levels, children and key partners in shaping and delivering aspects of school improvement. She has begun to shape change in collaboration with staff, parents, partners and children. For example, the recently refreshed vision, values and aims were designed in collaboration with children, staff and stakeholders. They are aligned clearly with the Catholic values of the school and are intended to act as key drivers for the school's ethos, change and improvement. As planned, ongoing engagement with staff, children and partners of the school is required in order for the refreshed vision and values to become more embedded and visible through the daily life and interactions across the school community. The headteacher correctly recognises the benefits of using the new values and aims as a sound platform to reshape the school's positive relationships policy and approaches.

■ The senior leadership team comprises the headteacher, two full time principal teachers and one pupil equity funded principal teacher to lead science, technology, engineering and mathematics (STEM) across the school. As a result, the school is well placed to open up leadership and staff development opportunities more widely across the whole school. Now that senior staff appointments have been made, bringing about increased stability in the leadership team, senior staff roles and responsibilities now need to be reviewed so that key priorities can be progressed in a more focussed way. Teachers are gaining more confidence in taking a lead in the ownership of aspects of improvement. For example, they lead and contribute to the strategic working parties which have been designed to develop key areas of improvement from the school's improvement plan. A number of staff are involved in the support of the broader curriculum through leading wider opportunities for children.

- A number of newly developing, positive aspects to the school's work are at an early stage of implementation. Positive signs of impact are emerging in the development of a few areas of the curriculum. The school should continue to develop plans for all curriculum areas taking into account the views of all stakeholders. These updated plans should be fully aligned to national guidance and expectations.
- Ongoing self-evaluation involving all staff, stakeholders and partners is at an early stage. Moving forward there is a need for senior leaders and staff to make robust, evidence-based judgements about the impact of improvements made. The headteacher correctly recognises the need to revise the school's curriculum rationale in consultation with staff, children and stakeholders. This should be developed further to provide a more comprehensive overview of what and how children will learn, and importantly how they can make connections across their learning and develop necessary skills for the world of work.
- As planned this session, teachers should continue to improve and develop approaches to moderation. This will help to raise expectations in line with national standards and increase teacher confidence in making robust judgements about Curriculum for Excellence levels. Importantly, opportunities to conduct moderation activity with colleagues across the local authority and more widely, will provide teachers with a clearer overview of national standards in planning for learning, teaching and assessment. Increased awareness of national standards and expectations will also support senior leaders and teachers in carrying-out more robust self-evaluation of the school's progress and capacity to improve.
- Staff provide a range of opportunities to involve children in leading aspects of the life of the school. Staff should build on this work and involve children more regularly in school improvement. Currently, children have a few opportunities to suggest areas of improvement across the life and work of the school. Staff should also ensure that children receive feedback when their views have been sought.
- This school community is one where staff, children and partners work well together and where children feel safe and included. Staff have built a wide range of relevant partnerships and relationships with local partners in the community, including high profile business partners. Staff across the school are aware of the requirement to work more effectively together to meet the needs of all children across all stages. They understand well the contexts of the school, the children and their families. Staff work effectively to support the individual pastoral needs of children.

## 2.3 Learning, teaching and assessment

satisfactory

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

- Senior leaders and staff work to create a safe and supported learning environment which creates an inclusive and caring school ethos. Children demonstrate a clear motivation to learn in the purposeful and orderly environment. Relationships between staff and children are positive, warm and encouraging. This is particularly evident in the warm relationships between younger pupils and their buddies. Staff place a high priority on the development of children's wellbeing which is supported through the recent focus on rights-based learning. Children are confident, articulate and respectful and enjoy being members of St Patrick's Primary School community. They demonstrate the school's Catholic values in their interaction with each other and their teachers.
- Almost all children are motivated to learn and are well-behaved. They respond promptly to the direction and instructions of their teachers. The majority of children are fully engaged in their learning when tasks, activities and resources are well matched to their needs. In most classes, learning is presented as whole-class tasks with opportunities for partner work to discuss their learning. Staff need to ensure differentiated teaching happens frequently in all classes to ensure appropriate challenge for all learners.
- In a few classes, staff make effective use of questioning to encourage children to think about their learning. In these lessons, children enjoy consistently high quality learning experiences which promote enquiry and curiosity for all learners. Increased opportunities to share this good practice across the school will help support improving practices of all staff.
- Digital technology is used in almost all classes to support lessons and engage children in their tasks. Children have regular access to tablets to reinforce learning, undertake research and record their work. Staff should develop further the use of a range of technology to support children's learning across the curriculum in a wider range of contexts.
- Senior pupils contribute well to the life of the school and the community through a range of leadership roles. They demonstrate confidence and responsibility in these roles. The effective buddying training enables them to develop empathy and supports calm and purposeful play in the playground. Across the school, children are keen to discuss their learning and share their achievements which are celebrated at weekly assemblies. Children speak enthusiastically about working with a wide range of partners which enhances their learning opportunities. For example, an international road haulage company has provided a range of quality learning experiences promoting road safety and reading as well as providing a range of safety equipment for children.
- In almost all lessons, staff share the purpose of learning with children at the beginning of lessons. Most staff work effectively to engage children in their learning, and are now well placed to use more skilled questioning to elicit deeper understanding. Teachers across all

stages should continue to ensure that children experience pace and challenge more closely matched to their needs. Senior leaders should support staff further in making appropriate and well-timed interventions to ensure children are fully engaged in appropriately matched tasks and activities.

- Across the school, the range of assessment information is variable and its purpose is not yet understood by all staff. In a few examples, staff use their own assessments to identify when particular interventions are required. Data from standardised assessments is available but is not yet used to track children's progress and target interventions for particular children or groups of children. Senior leaders should take steps to ensure a more strategic and coherent approach to assessment, as an integral part of planning learning and teaching. Staff need to provide robust evidence of children's progress and identify timely interventions.
- All children have opportunities to engage in both self- and peer- assessment. Most teachers provide appropriate feedback to children to help them focus on next steps in learning and what they need to do to improve. Approaches to assessment and providing feedback should be developed more fully across the school to ensure consistency and rigour.
- Teachers are at the early stages of using the National Benchmarks. The school has rightly identified moderation work as a priority with teachers working both within school and with cluster schools on achievement of a level. This will support teachers to make accurate professional judgements about children's progress through Curriculum for Excellence (CfE) levels and plan relevant and appropriately challenging learning for all children.
- Class teachers plan collaboratively with stage partners aiming to provide a consistent learning experience for children. They are beginning to involve children in this important process, improving learner engagement. When planning interdisciplinary learning, staff consult with children on what they already know and what they would like to know. Progression pathways are in place for all curriculum areas. Staff should now make more effective use of these to challenge more able learners.
- The headteacher and staff are at the early stages of monitoring and tracking children's progress. This includes information from standardised assessments and teachers' ongoing assessments and observations. The senior leadership team meets with the staff team at key points in the year to discuss children's progress. This process is not yet rigorous enough to support staff in ensuring children's progress is effectively tracked and monitored. As professional judgement and data become more reliable, this will help to illustrate children's progress over time.
- The school is now well placed to build on the strengths in learning and teaching, with senior leaders developing a more strategic approach to monitoring the quality of learning and teaching. This will support an agreed whole-school approach to what strong learning, teaching and assessment looks like in St Patrick's Primary School. Achievement of consistency in the quality of learning, teaching and assessment should support the school community further in its aim to raise aspirations, attainment and achievement.

## 2.2 Curriculum: Learning pathways

- The headteacher acknowledges the need to revise the school's curriculum rationale in consultation with staff, children and stakeholders. The school is now well placed to identify key aspects which reflect their school setting. The curriculum should be further developed to take account of the design principles of CfE, in particular to encourage depth, choice and challenge and progression in learning.
- The school makes good use of learning pathways to support teachers in planning of experiences and outcomes in all curriculum areas. These are linked to the National Benchmarks and staff are increasing their confidence in their use. The school's approach to teaching interdisciplinary learning provides a number of motivating contexts for learning. This needs to be refreshed to ensure children have progression in experiences as they move through the school. Staff should further develop the curriculum in St Patrick's Primary School to be more innovative and relevant to reflect children's interests, local contexts and take account of world events.
- The school has good examples of children taking on sports leadership roles, particularly for older children, such as the Young Leaders Programme. Children speak enthusiastically about their contribution to the life of the school and how this supports them to develop confidence. Parents and partners are providing children with an awareness of the world of work and children have good opportunities to develop skills for learning, life and work through strong partnerships.
- Children have regular opportunities to take their learning outdoors using the local environment. Staff should continue to develop approaches to outdoor learning to provide children with opportunities to learn through investigation, enquiry and problem solving across the school.
- Arrangements to support transitions, to primary and secondary school, are effective. Staff work closely with the on-site nursery to share information and support children to move confidently into the primary school setting. A well planned programme, beginning at the P6 stage, is in place to support children in developing the skills necessary to make a successful transition to secondary school.

## 2.7 Partnerships: Impact on learners – parental engagement

- See Choice QI.

## 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. Areas for development have been agreed with the school and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

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

- Staff know the needs of the children and their families very well. Nurturing approaches and the use of praise are features of lessons and other activities across the school. While a few children have social and emotional challenges that interrupt learning, most children feel nurtured and cared for and feel safe in school. In most classes, relationships between both staff and almost all pupils and between most pupils are positive and respectful. Almost all children report that they feel happy in school. Children feel confident in sharing any concerns with staff and know who they should go to when they have any worries. Children trust all staff to have their best interests at heart.
- The calm welcoming ethos is underpinned by Gospel values, the work on rights-based education and the care and support offered by the school community. Wellbeing is also an area of focused activity through the Religious Education curriculum. Children can articulate the importance of rights such as the right to an education, but they are not yet aware of the relevance of the school vision, values and aims to their own school experience. The school is well placed to begin to link children's understanding of their rights to the school's values, and their experiences across the school day.
- While children are not able to articulate their knowledge of the wellbeing indicators, they are able to share their understanding of what it means to be safe, respected and responsible in St Patrick's Primary School. Staff support children well in developing their understanding of their own feelings and those of others. Children demonstrate kindness, care and consideration of others. In addition, children discuss ways in which they show respect for others and model this in their day-to-day interactions.
- The spacious grounds provide opportunities which support the children to be active outdoors, well supported by pupil support staff. Children in the early stages are supported effectively by P7 buddies. Involvement in activities, such as the Eco group and the buddies scheme enhances children's experience of school and encourages them to develop responsibility and leadership. Children enjoy these aspects of school life, and that they feel confident in these roles.
- Staff currently use the health and wellbeing experiences and outcomes to plan learning experiences for children. Children should be supported to make more links between personal targets, including those related to their wellbeing, and how to improve. This will enable children to develop their knowledge and skills to make healthy and safe choices about their health. Senior leaders need to consider ways in which they track progression in health and wellbeing and analyse children's perception of their progress in wellbeing on a regular basis.
- The school complies and engages with appropriate statutory requirements and codes of practice.

- Staff across the school provide an inclusive learning environment. They undertake relevant current professional learning. Training for support staff on nurturing approaches is planned for this session. Staff have worked together to mitigate any potential disadvantages of the open plan classroom environment, for example by developing strategies to keep noise levels across different classes from impacting children's learning experiences. The recently developed nurture base is mainly used by class groups. As planned, the school should continue to develop the use of this space as a learning environment. This should provide further targeted support to children who are facing barriers to their learning. This should help develop a shared understanding of the purpose of the nurture room.
- All children are included in the wider life of the school. This includes access to financial support, for example to buy P7 hoodies and for excursions where appropriate. Children are positive about the extra-curricular opportunities offered. The school takes account of the cost of the school day, providing free after school clubs for children with the support of their Active Schools' Coordinator. The school also provides support for families through their work with the Lanarkshire Attachment and Attainment service to access grants where appropriate. The school is committed to providing equity for all through ensuring that cost will not be a barrier to children accessing activities.
- Staff need to develop approaches to diversity and equalities using the Motherwell Diocese Planners across the school. The school is beginning to provide opportunities to promote diversity through the focus on rights-based education. The curriculum needs to provide children with learning experiences which develops their understanding of diversity and support them to become more aware of themselves as global citizens. The use of resources such as the Career Management Standards would develop further equalities education across the school.
- The leadership team conducts termly meetings with staff in relation to the additional support needs (ASN) of children. This helps to ensure that staff are aware of any known barriers to learning which children may face. Individualised educational plans are in place for a few children who require targeted support within their learning. Staff would benefit from further support in developing SMART targets to effectively meet the needs of identified children and evaluate the success of planned interventions. Streamlining approaches to meeting the needs of children requiring additional support and the sharing of information between senior leaders and class teachers is required. This should help staff provide more effective targeted support to improve outcomes for children. Staff know the needs of the children and families well. They should track the progress of children in identified equity groups to monitor their progress over time. More robust tracking information should support the school further in identifying the most appropriate interventions to meet individual children's needs.
- The school works with a range of partners to support children who face barriers to learning. Partners talk positively about their involvement with the school and the capacity of staff to implement support programmes. A few children benefit from targeted local authority support in, for example, literacy and numeracy. Senior leaders also recognise occasions where a few children will benefit from working with partners such as Women's Aid.

### 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- The overall attainment in literacy and numeracy is satisfactory, with the majority of children making appropriate progress. Children's attainment requires considerable improvement across the school. The data provided by the school does not accurately reflect children's attainment. Teachers currently have limited engagement in moderation activities to help them assess children's progress accurately and consistently in relation to the National Benchmarks. Senior leaders should now ensure that this issue is addressed as a matter of urgency.
- Senior leaders hold regular tracking meetings with class teachers. During these meetings they discuss children's progress in relation to their achievement of CfE levels. The meetings help senior leaders and teachers to maintain an overview of children's progress and to provide interventions as appropriate. These meetings focus primarily on literacy and numeracy information at present. The school plans to widen these discussions to other curriculum areas in the near future.

#### Literacy

- Overall, most children are making satisfactory progress in literacy. This evaluation is based on observations of learning, the sampling of children's work and discussion with focus groups of children and staff. The school is at the early stages in moderating teachers' judgements of children's progress against the National Benchmarks and CfE levels. Further professional development around moderation and teacher professional judgement of a CfE level is needed. As planned, this should be conducted regularly in collaboration with colleagues from other settings across the cluster and beyond, where possible.

#### Reading

- Overall, children's progress in reading is satisfactory. At the early level, most children are making satisfactory progress in developing knowledge and application of phonics. They are becoming increasingly confident in identifying sounds at the beginning, in the middle and at the end of words. When provided with the opportunity, the majority of children are engaging well with new texts and are able to answer questions to predict what happens next. They readily contribute to discussion about events, characters and ideas relevant to texts. Most children working at first level can read aloud familiar pieces of texts showing understanding and are beginning to use expression. The majority of children at second level can explain why they prefer particular genres and authors. A few children can make relevant comments about structure and literary techniques. Further opportunities for children to develop and deploy literary techniques acquired from reading a range of stimuli will help to improve other aspects of their literacy skills. As children make progress in their reading, they should have more opportunities to develop higher order reading skills. As planned, opportunities for children to apply reading and wider literacy skills across the curriculum should be progressed as a priority.

## Writing

- Overall, children's progress in writing is satisfactory. At the early level, the majority of children are starting to explore writing independently to convey basic meaning. They attempt confidently to spell familiar words and are beginning to use capital letters and full stops correctly in a sentence. They would now benefit from more regular and structured opportunities to write and apply the tools for writing. Most children at first level can develop their ideas and use appropriate vocabulary. By the end of first level, most children create a range of short and extended texts for different purposes using appropriate punctuation. The majority of children at second level in writing can recognise and deploy appropriate style and format to convey information. Throughout second level children should be supported to improve recognition, understanding and use of literary techniques in their own written work. Across the stages, children would benefit from more consistent approaches to feedback which is related more specifically to success criteria. This should help them understand better what they do well and what they need to do to consolidate and improve their writing further.

## Listening and talking

- At the early level, the majority of children are demonstrating increasing ability to take turns when listening and talking in a variety of learning contexts. They confidently ask and answer simple questions about texts to show understanding. Across first level, most children are eager and able to contribute their ideas and opinions clearly when engaging with others. Most children at second level demonstrate empathy for the views of others and communicate clearly, audibly and with increasing expression. By the end of second level, children select with confidence and listen to spoken texts to find information for a variety of purposes. By P7, the majority of children show increasing confidence to present information orally to their peers and are beginning to show awareness of different communication techniques including eye contact, and pace. In order to maintain and build on progress, motivation and overall attainment and achievement from children's successes at first level, further challenge should be provided for certain groups of children through second level.

## Attainment in numeracy and mathematics

- Overall the majority of children are making satisfactory progress in numeracy and mathematics as they progress through the school.
- Figures provided by the school indicates that almost all children at early and first level and most at second level are making appropriate progress in numeracy and mathematics. The findings from classroom observations, jotter sampling and focus group discussions do not confirm these current judgements. Most children at early level and the majority of children at first and second level are making appropriate progress in numeracy and mathematics.

## Number, money and measurement

- At early level the majority of children can order all numbers confidently forwards and backwards within the range zero to 20 and recall the number sequence forwards within the range zero to 30. They are developing well their understanding of addition and subtraction with the support of practical materials. At early and first levels, children's skills in applying mental agility number skills to calculate the total spent in a shopping situation and the ability to calculate change are less well-developed. At second level, most children confidently partition whole numbers and decimal fractions to two decimal places and multiply whole numbers by multiples of ten and 100. At all levels, staff should develop further children's ability to estimate answers in a variety of contexts and regularly practise mental agility questions and strategies across the school.

## Shape, position and movement

- At early level, most children understand the language of position. At first level, the majority of children name and identify 2D shapes and 3D objects. A few children use mathematical language well to describe the properties of a range of objects. At second level the majority of children use mathematical language well to describe angle properties. This includes acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes in the environment. Staff should develop further practical activities which include the use of technology to improve and enhance children's understanding of the link between compass points and angles.

## Information Handling

- At early level, the majority of children use knowledge of colour and shape to match and sort items in a variety of different ways. At first level, the majority of children can complete tally charts and draw bar graphs. Children's skills in interpreting information shown on bar graphs and pie charts are developing well. Children working at first and second level confidently use an increasing range of presentation methods, including Venn diagrams, bar graphs and pie charts. They need to develop further their skills in collecting, analysing and interpreting data from a range of real life contexts. At this early stage of the school year, staff should explore opportunities for developing information handling skills through completing whole school projects, for example using data gathered by the Eco group.

## Attainment over time

- Attainment data was provided by the school for literacy and numeracy for the past three years. The school has no reliable evidence of improvement over time in attainment in either literacy or numeracy. The headteacher is aware that the data is not robust. Moving forward, the senior leadership team have plans to gather information more effectively about how well children are attaining and progressing based on reliable assessment information and teacher judgements. Moderation activities looking beyond the school will support teachers to be more confident in their judgements. Staff need to raise attainment in literacy, English, numeracy and mathematics for all children.

## Overall quality of learners' achievement

- The majority of older children are developing well the four capacities through the broad general education. As planned, senior leaders should explore further opportunities to ensure that all children, particularly younger children develop as successful learners, confident individuals, responsible citizens and effective contributors.
- Children have many opportunities for wider achievements, for which they contribute well to the life of the school and the wider community. A wide range of sporting and leadership opportunities are on offer and the school has recently been awarded a SportsScotland silver school sports award. Children can talk confidently about the skills they are developing from involvement in these wider achievement opportunities. For example, at P7, children involved in the buddy scheme could articulate the importance of being responsible and reliable as they work with younger children in the school. Children involved in the Glee Challenge club and musical theatre group spoke of feeling more confident especially when speaking and performing in front of an audience. Children participating in the Eco-group are developing well a sound understanding of environmental issues, such as, litter, waste and global citizenship.
- Achievements in and outwith school are recognised and celebrated through Star of the Month, Faith Awards, snapshot jotters and regular whole school assemblies. Children are engaged with the rewards system and spoke enthusiastically about the benefits of gaining house points and Star Awards. The school is well placed, as part of their review of tracking, to consistently gather, track and monitor information on children's achievement. This should

include developing approaches to ensure children can talk about the skills they are acquiring through these activities. Children should be encouraged to articulate how the skills and attributes developed as a result of these achievements are improving their skills for learning, life and work.

### **Equity for all learners**

- The school has introduced a number of initiatives delivered through pupil equity funding (PEF). Senior leaders are aware of the need to monitor and gather robust evidence on interventions and the impact on outcomes for all children. They need to ensure that their approaches to improving equity result in raised attainment for all learners.
- Ensuring equity of opportunity is a priority for all staff. They have a clear understanding of the social, economic and cultural context of the school. With financial support from PEF, the school has employed staff to provide children with opportunities to develop their skills in music and the performing arts. This is not only improving children's self-esteem and resilience, but is also enriching the curriculum and has the potential to develop transferrable skills.
- The headteacher, parent council and all staff are very aware of the challenges facing some families and ensure that cost is not a barrier to all children being able to participate fully in the provided opportunities. For example, all after school clubs are free to attend. The headteacher is conscious of the need to ensure that chosen initiatives remain sustainable in the longer term and has plans in place to develop staff capacity irrespective of funding levels. This includes training a number of staff in the performing arts initiative under the direction of a music tutor, ensuring that the school can continue to deliver this initiative regardless of funding levels.



## Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- The wide range of community and business partnerships is a major strength of the school. The headteacher and staff speak very highly of the role that partners play in supporting children and their parents. Feedback from partner organisations during the inspection indicates strong and effective relationships with the school. Their input and commitment is enhancing the curriculum on offer to children of all ages. 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 spoke positively about the range of support from parents, carers and the wider community in raising funds and attending school events, such as shows and performances.
- A range of partners met with inspectors and were very supportive and positive about their work with the school. They are supporting the school to ensure that children's experiences are enriched and widened. For example, links with an international haulage company are supporting children well to understand road safety issues and careers available in the transport industry. Partners are clear about their roles and how they can support St Patrick's Primary School community. All partners feel welcomed by all staff and believe that they are an important part of the school community. The majority of partners believe that they are involved in self-evaluation activities of their joint work. Staff should continue to develop further opportunities for joint self-evaluation activities to support school improvement planning.
- Teachers and partners collaborate particularly well to plan and deliver joint work. The school's link with the Lanarkshire Attachment and Attainment Service, is providing high-quality support for staff, individual children and families. This includes improving children's health and wellbeing outcomes, supporting staff to deal with crisis situations and supporting parents to gain employment. Parents report improved family relationships and an improvement in their child's social skills.
- Parents engage in their children's learning in a variety of ways. School newsletters, the school app and social media are providing timely feedback to families on what their children are learning, in and out-of-class. Curriculum workshops, open days and showcase events provide very good opportunities for parents to find out more about how the school delivers learning. Parents are also welcome to work and learn alongside their child in open afternoons and other learning opportunities.
- Parents are very supportive of the school and almost all feel comfortable in approaching the school with a question or a concern. The school should continue as planned to develop a robust strategy for parental engagement in consultation with stakeholders. As part of this work, staff should develop approaches to how parents can become involved in school improvement planning and evaluating the impact of increasing parental engagement on raising attainment and achievement for all 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.