

Summarised inspection findings

Glenlee Primary School and Nursery Class

South Lanarkshire Council

17 September 2019

Key contextual information

Glenlee Primary School shares a campus with Hamilton School for the Deaf (HSD). At the time of the inspection, the roll was 305. There is a nursery class which caters for 30 children in the morning and 30 in the afternoon. Sixty-two percent of the school roll comes from the lowest two deciles of the Scottish Index of Multiple Deprivation (SIMD). The 2019-20 Pupil Equity Fund (PEF) allocation for the school is £127,200.

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

- The headteacher and her staff have developed a welcoming and inclusive ethos in the school.
- The school developed its current vision, values and aims a number of years ago. These were created with pupils, partners and parents, along with the staff of the school. The vision is for the school to welcome, inspire, support and encourage (WISE). The vision, values and aims also feature at the beginning of the 2018-19 draft curriculum rationale. The school makes reference to them when children are gathered at weekly assemblies.
- Parents who spoke to HM Inspectors feel that they could be clearer on the vision, values and aims of the school. They feel that they have had limited recent involvement in discussing and developing the vision, values and aims of the school. The school is aware that the vision, values and aims for the establishment would benefit from being revisited with all of the relevant stakeholders and it has plans to undertake this shortly.
- School staff work well together and are committed to achieving positive outcomes for children. They have a good understanding of the socio-economic background of the children who attend the school and of their needs.
- Staff were involved in discussions which resulted in developing a clear rationale for literacy across the school. This also led to the adoption of a new approach to literacy for the school, which involved extensive training for staff. This is beginning to show measurable impact. Staff have also developed literacy pathways for children.
- Senior managers implemented a programme of classroom observations for quality assurance of learning and teaching. This has been carried out less frequently recently. There have been other peer visits to classrooms so that good practice can be shared, but these have taken place infrequently recently. The school is aware that a regular programme of classroom observations, with action points which are followed up, will be an important part of improving learning and teaching across the school. Similarly, the records of staff professional review and development should link to each other and show how progress is being made across time.

- Time is protected for professional dialogue. Along with this, staff enthusiastically take other opportunities to discuss their planning with stage partners and support staff. They are also keen to develop themselves and undertake a range of training opportunities, both in-house and more widely. The school should now review the wide range of initiatives underway to ensure that they articulate well with each other and are having the anticipated impact, improving outcomes for learners.
- Self-evaluation and improvement processes in the school are developing. Staff reviewed the progress of the school by evaluating their work against a suite of quality indicators. They were also asked to consider, in groups, where priorities for the new improvement plan should lie in relation to literacy, numeracy, health and wellbeing, and any other relevant areas. A school improvement plan was then drawn up based on this feedback. Overall, the school needs to ensure that each of these improvement plan actions are appropriately evaluated so that progress can be tracked and the impact on improving outcomes for children measured. This evaluation should then be published and shared with stakeholders. It would be helpful for the school to articulate its overall approach to self-evaluation and improvement and to share this with children, parents and other partners.
- The role of parents and other partners in planning and evaluating the work of the school is at an early stage. The school is exploring options to better engage parents in the work of the school so that they can contribute appropriately and that their voice can be heard. It is aware that more innovative approaches will be required to achieve this. The school has been particularly successful in developing a wide range of partnerships within the local community and should now make use of these to evaluate and plan its work.
- House captains are elected annually by children in the school. Their role now covers the areas previously included in the remit for the pupil council, which is not currently in operation. This includes considering and voting on potential improvements to the school such as the choice and installation of playground equipment. They act as role models for other children and lead house assemblies, occasionally giving presentations. Children in P6 are given an increasing range of responsibilities to prepare them for their important roles in P7. The planned reintroduction of the pupil council will ensure that each class will again have its voice heard in relation to the work of the school.
- The school receives a significant annual allocation from the PEF. Planning for this has moved from the annual school improvement plan to a standalone plan. The school should ensure that each year's plan is carefully reviewed so that the impact of the funding can be clearly demonstrated.

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

- Positive relationships are evident across all stages of the school. Children benefit from a calm and caring environment which has a focus on emotional wellbeing. The school has identified the need to adapt the current behaviour policy to promote positive behaviour approaches and work has started to embed a rights-based approach. The school should now take forward its plans to share good practice within the school, highlighting the link between children's rights and positive behaviour. Work has recently started to refresh the values, vision and aims of the school. It is important that these initiatives are linked and are cohesive.
- In almost all classes children are motivated and engaged throughout lessons. Children are able to demonstrate independence in their learning, moving between and selecting learning activities responsibly. Engagement of learners could be improved further by developing opportunities for children to lead learning and to express their opinions throughout the school. The school has identified the need to create more opportunities for children across the school to share their views and contribute to school improvement, particularly through the pupil council which should be reintroduced.
- In most classes, learning is matched to the needs of children and tasks are planned to meet children's needs appropriately. In the best examples, differentiation is clearly planned and offers both support and challenge. The school should now develop further their approaches to ensure all children receive an appropriate level of challenge. There are opportunities for pupils to lead aspects of learning within the classrooms. Digital leaders share experience across the school, organise resources and support in class. There is scope to develop this learner-led approach to other curricular areas to ensure more pupils across the school have the opportunity to lead learning.
- The Active Schools Team supports senior pupils through playground and leadership training which enables pupils to lead play activities at break and lunch time.
- In almost all classes the purpose of the learning is clear and children are able to discuss this. In most classes, verbal feedback is given to learners. Written feedback is not consistent across the school. There is a need to focus on providing high quality feedback with a clear focus on what learners need to do to improve. More opportunities should be made to ensure children are able to articulate their next steps in learning. In the majority of classes children have the opportunity to set targets for learning or complete a learning log. Not all targets are set consistently and the approaches vary across the school. The school should now ensure targets are set consistently, are matched to pupil need and are reviewed and updated regularly.
- Overall the quality of teaching is good. Learning environments are stimulating and literacy rich. A variety of work is displayed which celebrates achievement and supports learning and

teaching. Children across the school are able to work independently, in pairs or in small groups to achieve success in learning. In most classes, children experience a range of teaching approaches which are engaging and matched to pupil interest.

- Support staff and support for learning teachers provide additional support for a number of children in each class. There is a range of planned interventions supporting children who face additional barriers to learning. These interventions should continue to be evaluated regularly to ensure they are making a positive difference and be used to inform future learning.
- In the best examples, questioning is used effectively and teachers encourage higher order thinking skills. However, in a few classes, questioning was closed and the learning was overly directed by the teacher.
- Active learning, particularly in literacy and in play-based approaches, is a key focus for improvement. Staff are eager to share ideas, strengths and development needs to improve pedagogy across the school. The work to develop effective and consistent pedagogy has also focused on numeracy and mathematics with staff working collegiately to develop further skills and competencies. This work needs to be underpinned by a robust series of class observations built into the quality assurance calendar. This will ensure that good practice can be shared across the school and learning community and staff are supported when necessary.
- Digital technology is used effectively to support learning and teaching across the school and has resulted in the school attaining the Digital Schools Award. A coherent system of self-evaluation, reflection and ongoing training is in place to ensure that staff skills are updated and new staff supported. Children have regular access to laptops and tablet computers to support learning. A number of applications and games are available across the curriculum.
- Class routines and instructions are delivered in French across the school. Weekly lessons focus on the progression of key vocabulary with opportunities to write in French. The school should continue to maximise opportunities to further develop British Sign Language (BSL), which has been identified as the third language.
- Teachers use a range of assessments, including formative assessment approaches, to monitor attainment and plan next steps in learning. This does not yet include a holistic approach to assessing the application of learning in new and unfamiliar contexts. The school realises the need to create a clear assessment overview which identifies clear timeframes and purpose, and monitors the impact of assessment. There is some evidence of children participating in self-assessment and peer-assessment. This good practice is not yet consistent across the school.
- Clear assessment information should be available at key points of transition to avoid the over-use of baseline assessment and allow learning to progress at pace. Staff are beginning to make use of national Benchmarks along with the experiences and outcomes. They have a shared understanding and use assessment information to inform their judgements. Moderation work at cluster level is supporting teachers to develop a shared understanding of standards in reading and writing. Further opportunities should be created at school and cluster level to extend this to other curricular areas, particularly numeracy and mathematics. Teachers should look to be involved with moderation work at local authority level which would further enhance practice across the school.
- Teachers plan over different timescales to meet the needs of learners. Weekly plans for literacy and numeracy are detailed and highlight outcomes for learners. In the majority of classes, learners are involved in planning some aspects of learning, particularly in

interdisciplinary learning. There is scope to develop this across other curricular areas. The leadership team meet termly with teachers to review planning, identify next steps in learning and teaching, and review individual pupil progress. Action points from these meetings should be clearly identified and reviewed each term to ensure the pace of learning is brisk and issues are identified and dealt with quickly.

- Staff are able to identify learners who require additional intervention and support. The school now needs to develop further the tracking system to ensure the progress of pupils and identified cohorts of pupils is tracked effectively over time and monitor the impact of any intervention, particularly for key cohorts of pupils.

2.2 Curriculum: Learning pathways

- The school has created a draft rationale for the curriculum. There is a need to tailor this rationale to reflect the current profile of the school and identify key curricular priorities. Work has started to refresh the values, vision and aims for the school. All stakeholders should contribute to this process to ensure it reflects the views of all and drives forward improvement.
- Staff use local authority planners and trackers for progression for literacy, modern languages and numeracy. The school has worked to develop progression planners for science and music which provide a clear pathway for progress and are linked to the National Benchmarks. The school should now work to develop progression pathways for all curricular areas, including careers, with a clear focus on skills development.
- There are planned opportunities for classes to participate in outdoor physical education (PE) sessions each term. Opportunities to create meaningful learning experiences using the school's outdoor space and the local area should be explored further.
- Learners across the school benefit from planned blocks of music tuition. Children benefit from a clear skills pathway which enables them to make strong progress and to practise and develop skills. The end of term school show includes all learners from P4 to P7 and offers a variety of roles. Children in P5 receive music input from the Youth Music Initiative focusing on percussion and voice. This culminates in a performance to showcase learning at the end of the year, to which parents and partners are invited. Identified pupils in P7 attend brass instruction each week within school.
- Science is a high priority for the school and lessons are engaging and motivating. Children are able to use scientific language appropriately, write scientific reports and make appropriate hypotheses. The school has worked to develop a bespoke programme to link science and music outcomes to enable an inclusive approach, working with HSD.
- The school has developed a play-based approach to activities in the early years and has shared this practice with colleagues across the local authority. Activities are matched to the design principles of the curriculum. While planning activities, staff should ensure that pupils are challenged in their learning and that pace of learning is brisk.
- There is a close partnership between the school and the Active Schools Team. Careful tracking of children attending after school activities has enabled the school to identify those learners in danger of missing out. A targeted approach, tailored to children's interest, has engaged almost all children.

2.7 Partnerships: Impact on learners – parental engagement

- The wellbeing of all children is a priority of the school, the headteacher and staff know families very well. The school recognises the variety of ways in which parents contribute to a child's time in school, through the Parent Council, breakfast club, attending showcase events and open evenings. Parents engage effectively in making improvements to the school through the Parent Council. They support fundraising, including the purchasing of books to support learning and updating an outdoor planting area.
- Parents appreciate the range of ways in which the school communicates with them. They appreciate the open door policy, and the use of social media which gives them information about their children's learning. A few parents would like more electronic communications used more frequently rather than printed letters and newsletters. They value the time and prompt attention that the headteacher and staff give to addressing written queries that they may have. A few parents would like to see issues verbally shared with the school more consistently addressed in a timely manner.
- Parents enjoy opportunities to work alongside their child at showcasing events such as the Australian enterprise day and the African day. These events are very well attended and parents report favourably about their experience of learning alongside their child. Tea with the Teacher, and Proud To Be Me workshops provide parents with the opportunity to understand what children are learning in their lessons. Programmes in literacy, numeracy and health and wellbeing provided by a third sector organisation are helping a few parents support learning at home. The very successful start to 'Our Place, Our Plan', the neighbourhood plan developed in conjunction with community partners, is bringing three communities together to develop both the local community facilities and family learning further, focused on the schools. The school should build on these successes to involve parents further with their children's learning. Parents are keen to share their ideas about how they can be involved further in the life of the school.
- The school has consulted with, and informed, parents on the school's vision at a recent open evening. In taking forward the development of the vision the school should ensure that all partners, including children and their parents are fully involved.
- Pastoral transitions between the nursery and school are effective ensuring that children settle well into school. Older children enjoy supporting these successful transitions through a buddy system. Children transition across a number of secondary schools. The school ensures that there is a consistent transition programme for all children no matter which school they choose. An enhanced pastoral transition programme is provided for those children who need it.
- The school has looked at the cost of the school day for families. Many activities are free for families, including the breakfast club. The school has looked at the cost of its annual residential experience for older children through various means. Examples include by reducing the number of days whilst not reducing the number of available experiences, and reducing the cost by going at an earlier time in the year and providing clothing and boots for outdoor activities when needed. Children not attending the residential experience choose activities to follow during this time such as nature walks, bowling, and sports. Fundraising activities also support the cost of the residential experience. Older children run a Credit Union enterprise and use this to save for residential experiences.
- Community partners speak highly of the headteacher's 'can do' attitude. She is always responsive to ideas which can enhance the educational opportunities of children at the school.

She communicates well with partners, seeking their views and, as a result, they feel valued and an integral part of the school. A strong and effective partnership with HSD enhances children's and family's awareness of children with differing needs.

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

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

- The headteacher and her staff promote the wellbeing of children as central to their work. It is clearly evident that staff know the individual circumstances and needs of all children very well and are sensitive and speedy in responding to these needs. Staff aim to ensure that children have an enriched, fulfilling and happy school experience. Staff support this aim by building children's personal, social and emotional wellbeing in many different ways. For example, the positive, nurturing and caring climate within all classrooms. This is based on the staff's effective understanding of the importance of promoting strong meaningful relationships with children and their families and the targeted individual support for children as appropriate.
- Staff are building strong, supportive relationships with children and, as a result, there is a positive climate of mutual respect with shared values across the school. During the inspection visit children demonstrated consideration for others around them, both inside the school building and in the outside areas. They are respectful and almost all are ready to learn. There is a growing focus across the school of offering emotional support within and outwith class time. As a result, children are building resilience to address any challenges in their lives. They are clear that they have someone to talk to whenever there are challenging situations or worries affecting their everyday lives.
- Almost all children are positive and praiseworthy of the school and the staff. Teachers have a good understanding of wellbeing and children's rights. Children understand their rights and responsibilities and can talk about how to keep themselves safe, what it means to follow a healthy lifestyle and the importance of an inclusive community in developing a tolerant society. Class charters are displayed in most classrooms and used by teachers to support the learning and learners. Further work in using the wellbeing indicators and children's rights in everyday language should enable children to express their feelings using the language of wellbeing. The school's approach to developing a positive mind-set is enabling children to be reflective about their own health and wellbeing. Children are relaxed about identifying and sharing influences that might impact on this. The school should continue with its plans to review its positive relationships policy so that it is in line with vision and values and its focus on children's rights, wellbeing and developing a positive mind-set.
- A few children in the upper stages take on leadership roles in supporting others. House captains lead assemblies and consult with their peers about how to improve their school. Digital leaders help teach digital skills to their peers and promote online safety. Credit Union officers promote effective financial management. The Golden Play Crew and buddies support younger children transition into the school from nursery. Children across the school contribute to fundraising activities to support charities. This helps develop their sense of the skills for leadership. While there are a few approaches that give children a say in matters that affect them, there is still work to be done to ensure all children's views are valued and lead to change for the better.

- Staff have put in place progressive plans for health and wellbeing across all levels. This is supporting children to develop their knowledge, understanding, capabilities and attributes to support their mental, emotional, social and physical health and wellbeing. In moving forward, the school plans to track and monitor health and wellbeing outcomes for children. This will help staff demonstrate that they are improving wellbeing for children and their families.
- Children can discuss a range of learning opportunities in health and wellbeing. They can describe ways they can ensure they stay safe online. They have good understanding of different food groups and the need to eat these in different quantities to have a balanced diet. Children in the upper stages, are aware of substance misuse and the effects that drugs can have on the body.
- Children use the outdoor spaces for energetic activity. Children, across the school benefit from planned opportunities to learn outdoors in PE which they enjoy. For example, using the playground to learn about controlling a ball. There is scope to develop outdoor learning further. Children benefit from a wide range of out of school activities, during the breakfast club, at lunch time and after school. A wide range of sports including football (for both girls and boys), athletics, multi-sports and netball provided by a diverse range of effective partners and parents. Active Schools and local sports clubs work closely with children to identify appropriate sports activities for after schools club, for example, judo. The school tracks these opportunities to ensure that no child is at risk of missing out. The recently refurbished multipurpose utility games area is used widely and appreciated by the school and community. These activities support children's understanding of how to keep themselves fit and healthy.
- Senior staff are aware of the legislative requirements of meeting learners' needs and have made appropriate arrangements to ensure children's needs are tracked and monitored. The school uses local authority policies to promote equalities and anti-bullying. However, during inspection activities, a few children and parents indicated to inspectors that bullying was not addressed consistently across the school.
- All children are included, engaged and involved in the life of the school. Regular professional learning opportunities for teaching and support staff help them to identify potential barriers to learning and to meet children's varying needs well. The school is inclusive of children who require additional support, including children from HSD. Children from HSD join their mainstream peers for a significant part of the week, including literacy, numeracy and PE lessons. Differences are viewed positively across the school. These inclusion opportunities are enriching the understanding of diversity in all children. Children and staff benefit from learning BSL, although it is not yet consistently used across the school. A joint breakfast club, where children from a neighbourhood school join Glenlee learners, ensures positive friendship groups are developing beyond the school day. The school should continue to make the most of their rich inclusion opportunities, to help widen children's awareness and understanding of diversity and equality in a planned, progressive and relevant way.
- The school has procedures in place to identify and support children with additional support needs. The staged intervention approach is used well to consider the needs of children and identify appropriate interventions. Additional Support Plans identify the barriers to learning for most children. The school recognise this approach needs to be high quality and relevant for all children. The school plans to address this in the near future. The school should continue to collate data relating to the attainment of children with additional support needs. Staff are aware that they should use this information so that it shows more clearly the impact of the strategies being used to support identified groups of children make progress.

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

Attainment in literacy and numeracy

- Data provided by the school indicates that most children in P1, and P7 are making good progress in listening and talking and reading. Reading, writing and numeracy is above the national average in P1. Staff have identified a need to improve writing across the school. Overall, there is a highly variable pattern to the data. In P4 and P7 the majority of children achieve the appropriate levels in numeracy. A range of inspection activities including classroom observations, sampling work and discussions with focus groups of learners, confirms a variability in the middle and upper stages.
- The school uses a range of assessment data including standardised assessments and professional judgements, supported by moderation, to identify and understand children's abilities and progress from prior learning. Staff need to build on these moderation activities to ensure a clear focus on maintaining progress building on from the work to identify gaps in children's knowledge and understanding. The school should now ensure it provides a variety of relevant and challenging experiences for those children who are capable of exceeding expected levels of attainment.
- The school recognises that raising attainment and achievement is a priority. Staff work well with stage partners to plan and share resources. They have become more agile at helping to identify 'gaps' in children's understanding and revisiting concepts. Staff should now continue the work they have begun to measure and evaluate the impact of the wide range of interventions and strategies introduced to raise attainment and achievement for all children.

Progress in literacy

- Overall, children are making good progress in their literacy.

Literacy

- At the early level, children have been developing their skills in reading. They are developing their skills in letter formation and are able to write individual words and short, appropriate sentences. They can also use BSL for the days of the week. They are able to share some of their early literacy skills with children from the nursery class.
- At first level, children are generally able to read familiar texts confidently, although, on occasion, they stumble over unfamiliar words. They can discuss plot and character relating to these books. They have a good understanding of the difference between fiction and non-fiction, and have the beginnings of understanding about different genres of writing. They would benefit from more regular opportunities to read. They are developing their skills in a number of styles of writing, including imaginative writing, poetry and writing linked to topic work. Presentation of their written work is generally neat. Staff expectations of what children can achieve in writing

need to be raised further to include opportunities to write at length. Children have opportunities to discuss their literacy work in pairs and groups. Occasionally children read this out to the rest of the class and receive feedback. They listen attentively to each other and are comfortable taking turns.

- At second level, older children can read familiar texts clearly, fluently and generally with appropriate expression. They are reading a wide range of texts, having a class/group reader and also a book for silent reading which they choose themselves. They have a good understanding of genre and can discuss their favourite books and authors. They have been developing their skills in summarising the key points of a text. They are also developing their writing skills in an increasing range of styles, recently including discursive writing. They have developed skills in writing biographies, diaries, newspaper articles, persuasive articles, and imaginative writing linked to topics. They have also had experience of scriptwriting, acting out their text in front of other classes. Older children are highly capable of discussing complex issues in groups. They would benefit from more opportunities to lead learning and to make individual presentations on topics. Children listen attentively to each other and respectfully take account of each other's views.

Progress in numeracy

- Overall, children are making satisfactory progress in their numeracy.

Numeracy and mathematics

- Children are making stronger progress in the early stages. The school is aware of the fluctuations in the upper stages where the majority of children are on track to achieve expected Curriculum for Excellence levels. At all stages, children make regular and confident use of digital technologies to revisit or reinforce their learning. Staff have been focused on developing the range of teaching approaches used in class to enable learners to better understand what they are learning and in a few classes, how they will recognise success. Across the school children worked well in whole class and group situations in numeracy and mathematics. They respond well when given opportunities to collaborate and problem-solve. They would benefit from more relevant and real-life contexts to develop and use their skills.

Number, money and measure

- Across the school, most children are becoming confident in using their number skills well, including mental calculations. In the early stages, children enjoy the play-based approaches to revisit and consolidate earlier learning. A few lessons used important opportunities to allow children to link their learning in number to other curricular areas, for example, music in P3. There remains a need to build on early level gains as children move into first and second level. The majority of children working in first level are confident in addition and subtraction using whole numbers up to three digits. By second level most children are becoming confident with a range of mental calculations. Children in P5 are learning to manage a budget and very willing to share their thinking and explain their strategies.

Shape, position and movement

- Children working in the first level are confident at recognising and naming 2D shapes. By second level, a few children are not confident at describing the characteristics of 3D objects. By P7 most children can recognise patterns and lines of symmetry. They are increasingly confident describing coordinates and would benefit from opportunities to apply these skills in meaningful contexts beyond textbook activities. Most children in both first and second level are confident in telling the time using both 12 and 24 hour notation.

Information handling

- Children have variable experience of handling data information. Across the school, children understood a range of ways to gather and present information. By P7 they are able to select the most appropriate way of collecting data in relation to the criteria of the task. There remains scope to develop more fully their work with digital technologies to make graphs using suitable scales and have less textbook and worksheet activity. Staff are becoming confident at identifying areas to be revisited when children have not retained aspects of learning that have been previously taught. It is important that this is clearly matched to the individuals requiring this support.

Attainment over time

- Attainment over time is being tracked using the local authority guidance. The school has data for two years. Staff are more confident in using a range of approaches to assessing children's prior learning and using this information to provide targeted support. They should review and streamline approaches to avoid potential duplication and develop a more strategic whole school approach. Achievement of a level has shown fluctuations over time with a current need to address and improve writing at the middle and upper stages.

Learners' achievements

- Achievements are celebrated during school assemblies, showcase events, social media and on displays in school. Children participate in a range of lunch time and afterschool clubs, they are proud of their school sports success, for example, football, netball and the Digital Schools Award. Senior managers track information about achievements and use it to encourage wider participation. In moving forward, it will be useful to capture children's views on their experiences and ensure they have a role in designing, leading and evaluating their extra-curricular activities. Senior staff may wish to use the information to extend the opportunities for children to develop leadership roles and skills.

Equity for all learners

- School staff have an appropriate understanding of the wide range of factors that may present challenges for individual children or their families. Staff are sensitive to particular circumstances and make provision to support families by reducing pressures, for example, purchasing a uniform. Senior leaders have taken a proactive approach to improve attendance through careful monitoring and have been successful in reducing incidences of late-coming. Senior leaders take suitable account of potential barriers, including the socio-economic factors, when planning interventions, and have focused their PEF plans on increasing staff and providing a range of resources to support the delivery of literacy and numeracy. Other approaches include additional staff training to build capacity in providing support to identified groups of children, to help them reach expected levels in literacy and numeracy. The increase in digital learning and targeted support in numeracy has helped a few learners to revisit and reinforce numerical concepts.
- Overall, mainly due to staffing issues, the progress of the PEF plan has been limited this year. It will benefit from a refreshed approach, to establish a clear rationale for selecting strategies and interventions that are clearly targeted to provide additionally to improve equity and raise expectations across the school. Senior managers are aware that a range of data and local knowledge will be helpful in taking this forward. It will be important that clear evaluations of the impact of the work is undertaken to identify the benefits to learners.

Choice of QI: 1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career long professional learning
- Children and young people leading learning

- Teachers work closely with stage partners and take formal and informal opportunities to discuss their work with each other and with support for learning staff. Opportunities are also taken to showcase particular aspects of learning with each other and with parents.
- Staff are keen to develop their skills to improve their pedagogy. They have participated in 'trios' where classroom visits are organised followed by discussion about practice. They have also investigated approaches to collaborative action research.
- School staff are supported by a professional review and development process which is designed to encourage them to reflect on their needs for the coming year, linked to the General Teaching Council for Scotland standards. They discuss their priorities with their line manager and are encouraged to link their needs, where possible, to the school improvement plan and authority priorities. Positive recent examples of career long professional learning opportunities which have been impactful include training on classroom practice and the active learning training. The latter has been particularly successful in enabling children to transfer their skills from one area of the curriculum to another without having to be prompted or reminded. Good practice in PE has also been shared with staff following leading local authority training.
- In-house training has been impactful, including input on improving approaches to digital technology, on French and on the science programme, along with links to interdisciplinary learning. Well received drop-in sessions have been held on a number of topics, including BSL.
- House captains are elected annually by children in the school. They act as role models for other children and lead house assemblies, occasionally giving presentations. Children in P6 are given an increasing range of responsibilities to prepare them for their important roles in P7.
- Children are trained to take on roles of responsibility such as Positive Play Leaders, Buddies, Wet Weather Monitors, Junior Road Safety Officers and Door Monitors. However, children who spoke to inspectors indicated that neither the Junior Road Safety Officer scheme nor the Eco Group are currently active.
- In almost all classes, children are encouraged to consider topics for study and define what they already know, what they want to know and what they would like to learn. Children are also encouraged to develop their own learning targets. In some classes, children are clear about their next steps in learning. Children who spoke to inspectors indicated that they have a number of opportunities to make presentations to the rest of their class about the work that they have been doing.

Practice worth sharing more widely

- Work to link science and music with the primary school and Hamilton School of the Deaf .
- Breakfast club run with another local primary school.

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.