

Summarised inspection findings

St Catherine's Primary School

Glasgow City Council

27 August 2019

Key contextual information

At the time of inspection, the headteacher had been in post for less than six months. The two deputy headteachers and one of the two principal teachers were all less than a year in post. In the previous three years, there had been significant changes in the leadership team within the school.

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

- At the time of the inspection, the school was more settled following a period of significant change in leadership. Almost all of the senior leadership team were relatively new in post. Some senior leaders had only been in post for a few weeks. Stakeholders are very positive about the impact that the newly appointed, experienced headteacher has already made within the school.
- The headteacher and staff are committed to ensuring high standards for all children. The current vision and values promote Gospel values and support the development of children. However, the headteacher has rightly identified the need to develop a new vision, values and aims within the school. A decision has been made by the senior leaders to take a detailed and extensive approach to revisiting the school's vision, values and aims. In preparation for this, questionnaires have been circulated to stakeholders and dialogue has begun. This planned work will help the school community to move forward following a period of uncertainty.
- Following a period of significant change, the headteacher is providing improved leadership to the school. She has an accurate understanding of the school and its community and is using this well to inform strategic planning for improvement. She has developed very positive relationships across the school community. Staff and parents are encouraged by the headteacher's open, constructive and enthusiastic leadership in taking the school forward.
- The school is at the early stages of developing distributed leadership. The headteacher has begun conversations with staff to offer leadership roles through working party involvement and co-ordinator roles. There are plans to make use of the talents of staff more effectively through the establishment of whole school committees. Children are now enjoying leadership roles across the school as 'junior jannies', paired readers, school captains and vice captains. They are proud of the contribution they are making to the work of the school and are growing in confidence in their roles.
- The headteacher has developed an interim school improvement plan which is appropriately focussed on improving outcomes in literacy, numeracy and health and wellbeing. A range of self-evaluation activities and data are beginning to be used to inform improvement planning. Moving forward, greater use of national guidance will inform better self-evaluation activities which should have a stronger focus on impact.

- Pupil Equity Funding (PEF) is focused on raising attainment in literacy, numeracy and emotional wellbeing. Plans are in place for the use and purpose of this funding, including the provision of additional staffing to deliver targeted interventions. There is some early evidence that interventions are beginning to improve outcomes for children.
- All staff now benefit from annual professional review and development. Professional learning needs are linked to school improvement priorities and the needs of children. Distributed leadership is growing across the school. Whilst individual teachers have developed as leaders of learning and others have taken over whole school initiatives, as yet this is not having sufficient impact. It will be important for the school to capture the impact on children of the improved activities.
- A quality assurance calendar has been developed and now includes headteacher observations of learning and teaching. Termly tracking meetings have also been introduced recently to provide opportunities for detailed review of individual children's progress. To ensure continuity and progression for all children, we have asked the school to develop further a rigorous and consistent approach to quality assurance.
- The school has begun to increase the involvement of parents in planning for improvement through stakeholder questionnaires. Parents who met with HM Inspectors say their views are now listened to and acted upon. The Parent Council is keen to support school improvement initiatives and feels better informed by the new headteacher about the work of the school. The headteacher has identified the potential to involve both the Parent Council and children more in evaluating the impact of the school improvement planning. The school wants to improve opportunities for children to express their views and lead changes. As part of their increased involvement, the school has plans for children to help shape the development of masterclasses.

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

- The ethos and culture of the school reflect the commitment to positive relationships, nurture and the values of the Catholic faith. The school provides an environment in which children feel safe and supported. Most children are keen to learn and when engaged in their learning, they are respectful of each other and of the adults who support their learning. Children enjoy learning when activities are well matched to their needs and provide appropriate challenge. In a few classes, the pace of learning is too slow and does not contain an appropriate level of challenge, resulting in a minority of children becoming disengaged and a few disruptive.
- In pre-inspection questionnaires, most children feel that the school helps them to understand how they are progressing in their school work. Most children are happy in school and feel that the school helps them to understand and respect other people. Almost all children know who to ask for help if they need it.
- Almost all teachers are organised and well prepared. In almost all lessons observed, support staff are deployed well to provide effective assistance for children who need additional support.
- The recent introduction of play pedagogy in P1 has increased learner engagement with improved opportunities for developing creativity, personalisation and choice. Staff now need to monitor carefully the impact of this on attainment and the pace of learning. In doing so they should ensure that all children are challenged appropriately to achieve the best possible levels of attainment.
- The recent development work in numeracy based on Glasgow Counts, is enhancing the learning and teaching of numeracy across the school. There are early signs of positive impact through the consistent approach to the teaching of numeracy strategies across all stages. For the children in P2 classes, the introduction of a programme supporting daily reading is beginning to impact on learner engagement and pace of progress in reading. Although recent evidence suggests that the initiative in P2, and others across the school, are having a positive impact on progress in literacy and numeracy, they are not yet fully reflected in children's attainment. In order to bring about further improvement in literacy, a clear focus on teaching listening and talking skills is required. Staff should continue their focus on encouraging children's interest in reading a variety of texts for different purposes. Not all children are being challenged appropriately in reading and texts are not always relevant or engaging enough.
- Across the school, all teachers share the purpose of lessons with children and discuss what they need to do to achieve success in their tasks. The quality and clarity of this is variable. Staff should now work together to develop a shared understanding of what constitutes high quality objectives for learning. Although there is evidence of self-assessment in children's work, further opportunities for children to lead their own learning could be developed. Children should

be supported to be involved more in agreeing what success will look like, linking this to skills for learning, life and work.

- The quality of assessment approaches across the school is variable. The majority of teachers give oral and written feedback to children. The quality of written feedback given to children in most classes is good. Comments are positive, meaningful and point to next steps in learning. Staff recognise the need to develop consistent, effective systems which measure progress accurately. Teachers should use national assessment guidance and the National Benchmarks for all curriculum areas to ensure that assessment data is reliable and robust. Teachers recognise that they are at an early stage in engaging with National Benchmarks. Increased participation in moderation activities and familiarisation with these will strengthen assessment information. This should also help to develop a more robust, shared understanding of children's progress in achieving Curriculum for Excellence levels.
- Staff are enthusiastic about working collaboratively with colleagues within and beyond the school. In discussion, all staff are clear that developing a shared understanding of the moderation cycle could inform and enhance their practice. The senior leadership team now need to work with the staff to establish a shared understanding of national guidance on moderation and agree how this can become embedded in practice within the school. Teachers have identified the need to develop consistent and effective approaches to planning across the school. Senior leaders should continue to promote and support a collegiate approach to the development of effective planning, assessment and moderation.
- The senior leadership team has recently introduced a new system for monitoring and tracking children's progress. Teaching staff now engage in professional dialogue with senior leaders to discuss the progress of individual children. This system is in the early stages of implementation and there is scope to strengthen further the ways in which this system is used to capture all relevant information. It could be used to record children's needs and next steps more effectively.
- As staff become more confident in their agreed approaches to assessment, improved professional judgement will help the school to provide a more accurate understanding of children's progress. As the information from the tracking system becomes more robust, the school will be better placed to scrutinise their data more rigorously. This scrutiny should include an analysis of the progress and attainment of groups of children, including those facing barriers to their learning, to identify early those at risk of underachieving. It should also be used to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

2.2 Curriculum: Learning pathways

- Catholic values underpin and permeate the school curriculum. Children experience an appropriate programme of religious and moral education. Children's spiritual development is supported well by the Parish Priest.
- The school has developed an interim curriculum rationale based on their existing vision and values. This has helped the headteacher make a start to building on national advice on the delivery of Curriculum for Excellence and placing this within a local context. Pupils have already been able to influence some aspects of the rationale. As this is revisited next session, in consultation with children and parents, it is important that this fully reflects design principles and the unique context of the school.
- Teachers are aware that there is a need to develop and update curriculum pathways to ensure progressive learning at all levels. Comprehensive pathways should help to provide greater depth for all and greater challenge for more able children. In addition, a significantly greater emphasis should be placed on outdoor learning and digital learning. Through improved outdoor learning, children will be able to learn through investigation, enquiry and problem solving. Children in the upper school are learning French. Staff should continue to develop their capacity to teach modern foreign languages throughout the school to meet the requirements of the 1+2 approach. Children in P1 are developing their literacy, numeracy and social skills through play.
- Teachers are using interdisciplinary learning to contextualise learning and develop some curriculum areas. In order to ensure greater coherence, progression and relevance a more structured approach should be taken to curriculum design. Staff and children work well with a range of partners whose contribution enhances the curriculum. As a result, children are developing skills for learning, life and work. As the school continues to develop its approaches to partnership working, it is important that the range of opportunities for children is widened and well planned.
- Transitions are well managed. There are good interactions with local nurseries with primary staff visiting establishments to make links with children and parents. The headteacher has plans to develop and renew the transition programme with earlier involvement in early years establishments. There are helpful links with teachers in All Saints High School, for example, science links and with S6 science, technology, engineering, and mathematics (STEM) ambassadors assisting children in P6. Children in P7 have a three day familiarisation visit which gives them a taste of life in secondary school. A few children recently successfully took part in the K'nex challenge. Children who benefit from an enhanced transition programme to secondary have additional meetings, including visits to the nurture base. A recent careers fair provided children in the upper primary stages with valuable information about possible jobs in the future.

2.7 Partnerships: Impact on learners – parental engagement

- Parents who responded to the questionnaire are positive about the impact of the recently appointed headteacher. They are confident that she has been highly effective in making improvements in communication and in responding to parental views and concerns. Parents appreciate the opportunities for family learning, such as the family cooking sessions. These are improving parents' knowledge and confidence and strengthening home-school community links. As a result, parents feel better able to support their children's learning. The school should continue with its plans to hold open afternoons and to invite parents along to the school to see and experience the activities children take part in within their classes.
- Parents have told us they would like more information about how their children are progressing. The school has recently put in place a series of parental workshops explaining addition, subtraction and multiplication methods. These are well attended by parents who are enjoying working with their children. Older children are helping at these sessions to present the methods to parents. In so doing, they are improving their own confidence and understanding in numeracy as well as that of the parents.
- The Parent Council are supportive of the school, the new headteacher and her staff. They welcome the improved communication they now receive. They are working hard to recruit more parents. Parents have recently been involved with school staff in supporting children to prepare for staging the passion play and for children in P4 to prepare for their first communion. In doing so, links with parents, the Parish and the community have been strengthened.

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

satisfactory

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

- Children at St Catherine's Primary School feel valued. They are aware of their nurturing and supportive environment. The headteacher and staff base their inclusive and nurturing principles on a broad Catholic ethos and the children benefit from this. Almost all children feel safe and happy at school. They are enthusiastic and keen to learn. Across the school, almost all staff are building and supporting positive relationships using restorative approaches for children and staff. This approach is beginning to influence children's behaviour and help them grow respect for their peers. The newly appointed headteacher, along with staff and children, is working with an interim vision, values and aims statement which informs their current curriculum rationale. The headteacher has identified the need to consult with all relevant stakeholders to refresh and develop further the school's vision, value and aims as a matter of urgency. This should help articulate more clearly the school and community's high level aspiration and ambition for the children.
- All staff are working towards a positive learning environment where children are developing an understanding of their own health and wellbeing. The majority of children can discuss healthy lifestyles and choices. In the upper stages, the majority of children can discuss health issues relating to smoking and alcohol with knowledge and confidence. The school has an effective partnership with the 'Cooking Classroom' initiative, involving local partners in the community. Children have opportunities to grow their own food, producing vegetables for making soup. These approaches offer children and their parents positive experiences in healthy eating and nutritional advice. To support these initiatives, staff have accessed support from 'Food for Thought' to set up their own kitchen facilities. The majority of children in the upper stages are aware of the wellbeing indicators and are beginning to grow confidence further in relating these to their own circumstances. Across the school, children now need to continue to develop further their understanding of the wellbeing indicators with support to apply these to their daily lives. Children do not yet have sufficient awareness of online safety and personal safety self-awareness. Staff also need to develop further the use of appropriate, progressive and coherent curriculum pathways to support the planning and delivery of health and wellbeing.
- Children are developing their knowledge of, and skills in, health and wellbeing through taking part in a number of sports and activities during the school day, at lunchtime and after school. Children are involved in a range of sports including cricket, golf, rugby, football and athletics. Through these, children are developing an awareness of the importance of activity to a healthy lifestyle. Children are also beginning to have increased participation and choice in their options for sport and activity. This is due to an effective partnership with Active Schools along with children's improved involvement in the sports committee. An organised 'fun run,' is a feature on the school calendar of sporting opportunities. This event, combined with opportunities such as swimming in P5 and an established annual sports day, are increasing children's interest and involvement in sports and a more active lifestyle. Children in the upper school who have had specific training, act as play-buddies for younger children. Children take on responsibility for

working and learning with others through this role. A few other children have attended training to be peer mediators in the playground. This is beginning to have a positive effect on relationships when children are at play, helping to foster positive values of respect and care.

- Staff across the school are aware of their statutory duties. Children with additional support needs and children who face challenges in their learning, are clearly identified and support is being prioritised and put in place. Children who require support are beginning to be monitored more effectively by the senior leadership team in order to evaluate their progress. Plans and targets are shared with parents. Regular review meetings are held and records of progress are kept. A review of the approaches to support for learning has recently been undertaken by the senior leadership team. A new team approach, with increased staffing and resources, is currently being implemented across the school. This refreshed approach to nurture is beginning to impact positively with a few children who are supported by this initiative. All children receive two hours of physical education each week. All staff have an understanding of their responsibilities in relation to safeguarding and child protection, with all staff receiving appropriate training.
- The senior leadership team are beginning to develop a robust whole school overview recognising the needs of all children. This will result in more effective identification of any perceived difficulty and earlier intervention for all children with additional barriers to their learning. Developing this further has potential to promote more effective monitoring and tracking of individuals and groups of children for whom additional support is required. This will include children presenting with social and emotional needs and autistic spectrum disorder (ASD) issues. Information gathered from this process should support individual children to make progress and inform teaching staff of appropriate next steps for learners.
- The headteacher has identified the immediate need to refresh and develop further the Rights Respecting Schools programme. Working towards the bronze award will support children in understanding their rights and those of others. Children are keen to be involved further in discussion of school issues and staff should facilitate children's contribution and participation. There is also scope to further recognise diversity and equalities education across the school. The school should now develop further their curriculum to provide children with richer learning experiences which support them to become more aware of themselves as global citizens.
- The school's anti-bullying policy recognises all protected characteristics and is supported by current local authority and national guidance. The majority of children report positive behaviour in school and a few have indicated recent improvements in pupil behaviour across the school. Staff need to continue to ensure that children understand fully the impact of their behaviour on others. Linking behaviour to Rights Respecting Schools approaches and the school's ethos will support children's understanding of positive behaviour. All staff should develop further the restorative approaches and explore ways to extend the recent improvements in peer relationships. This will foster further the positive attitudes and attributes that the school aims to develop in children.
- Support staff contribute positively to children's wellbeing in school through their nurturing approaches. Children are supported in class, on an individual basis and supervised at play by staff who provide valuable support and guidance. Children are helped effectively to overcome barriers to learning.

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

- The school has only recently started to gather data this session. Overall, attainment in literacy and numeracy is satisfactory. The majority of children are making appropriate progress in levels of attainment. The school's current predictions for literacy and numeracy indicate that the majority of children are on track to achieve appropriate levels of literacy and numeracy by June 2019 and overall, the majority of children in P1, P4 and P7 should attain appropriately at the end of early, first and second levels. From observations and a range of activities, the inspection team agree with the school's predictions in most cases, and agree that teacher professional judgements are broadly accurate. The senior leadership team have now begun to use data from the National Standardised Assessments to contribute to the overall teacher professional judgement.
- For children with additional barriers to learning, including English as an additional language (EAL) and children in SIMD 1 and 2, school evidence suggests that the majority of children are making appropriate progress in literacy and numeracy. The inspection team agreed with this.

Literacy and English

- Overall, attainment in literacy and English is satisfactory. Across the school, attainment is variable and there is scope for better progress.

Listening and talking

- Across the school, the majority of children, including those with EAL, are making satisfactory progress in developing and applying skills in listening and talking across their learning. Most children speak confidently to visitors and are keen to share their learning with other adults in school. At early level, most children listen and respond well to adults appropriately. They ask and respond to questions and can follow simple instructions. In learning through play, most children demonstrate that they can hear and say letter blends, listen to stories for enjoyment and respond appropriately to questions about their play. At first level, the majority of children can find and use information for a specific purpose well, when listening to and talking about texts. Most children share ideas and contribute to group discussions confidently. By second level, most children contribute relevant ideas, information and opinions when engaging with groups, and the majority can build on the contributions of others, and ask or answer questions to clarify points. Across the school, not all children can take turns and listen to others during discussions. A few do not yet show respect for the views of others and do not demonstrate that they value the contributions of others.

Reading

- Overall, the majority of children are making good progress in developing their reading skills as they move through school. At early level, children are learning to recognise letter patterns, sounds and common words. The majority of children are beginning to use their knowledge of sounds to letters and patterns to read words. Children working at first level are developing the tools for reading and the majority can use their knowledge of sight vocabulary, phonics and context clues to improve understanding. In classroom discussions and a focus group, most children recognise fiction and non-fiction texts accurately. Most children identify the main characters in their texts and offer opinions about them. A few are able to talk about authors they like or dislike. At second level, the majority of children can discuss the setting, characters and plot in texts. They can identify different genres and are aware of the differences between fact and fiction. In a P7 sample group, children offered ideas about characters. Only a few are able to recognise the writer's message and relate it to their own experiences.

Writing

- Overall, children's attainment in writing is satisfactory. There is evidence across the school that children are applying their writing skills across learning in different contexts, producing extended pieces of writing in a variety of genres. At early level, all children are exploring patterns and sounds through a range of play in a variety of contexts. The majority can form letters legibly and are making attempts to write from left to right. The majority can share feelings and experiences in pictures or print. Not all children are developing sufficiently their reading and writing skills. Across the first level, the majority of children can spell common words correctly and use spelling strategies to write unfamiliar words. The majority of children can write independently, using punctuation and can link and sequence sentences appropriately to make sense of what they are writing. By P4, children are making notes to help plan writing and create new texts. At second level, the majority of children can create texts for a range of purposes and can use paragraphs to separate thoughts and ideas. By P7, the majority of children can write extended pieces of writing and in the best examples, children can apply some features of particular genres.

Numeracy and mathematics

- Overall, attainment is satisfactory in numeracy and mathematics. Gaps in the children's learning is limiting their progress. Children are developing a range of strategies to solve problems and apply them in a range of contexts. Children now need to develop their numeracy skills in different aspects of their learning, including real-life contexts.

Number, money and measurement

- The majority of children working towards achieving early level can count with confidence and the majority can partition quantities to ten into two or more parts. At first level the majority of children can count forward and backwards in 2, 5, 10 and 100. The majority of children can identify and use coins and notes to £20. They can order the months of the year and relate these to appropriate seasons. Most children can identify the value of a digit in a whole number with three digits. At second level, children work with a range of whole numbers up to and beyond 100 000. The majority of children can demonstrate their knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems. They know the relationship between commonly used units of time and can carry out simple conversion calculations. Most children demonstrate an understanding of the risk and benefits of using bank cards.

Shape, position and movement

- Children working at early level do not yet have knowledge to recognise, describe and sort common 2D shapes and 3D objects. The majority of children at first level can discuss the properties of 2D shapes and 3D objects and are beginning to use mathematical language to describe the properties of a range of 2D and 3D objects. They are not yet confident with angles

or the compass points. At second level, the majority of children can confidently identify angles in the environment and use mathematical language including acute, obtuse, straight and reflex to describe angles.

Information handling

- Across the school, the majority of children have an understanding of types of graphs and how to interpret data as appropriate to their age. The majority of children working at second level can discuss a variety of ways to present data. At first and second level there is an immediate need for children to develop their skills using digital technologies, to display data.

Attainment over time

- Due to a lack of available and robust data from the school, it has not been possible to determine the attainment over time in literacy and English, and numeracy and mathematics. Senior leaders have recently started to gather a range of assessment data for all stages. As the school is in the early stages of gathering this data it has not been possible to establish trends or patterns for particular groups over time.

Overall quality of learners' achievement

- Children at the early stages are achieving through a variety of play based experiences, enabling them to make choices and develop confidence in their learning. Achievements are celebrated in school at assemblies, using the golden bench, and within classes. Learners are developing confidence, communication and leadership skills through roles such as school captains, 'junior jannies', playground buddies and peer mediators. A variety of lunch time and after school clubs are enabling children to develop the four capacities of Curriculum for Excellence. Whilst attendance at these clubs is monitored by Active School's staff, the school currently does not record or track children's wider achievements. There is a need to develop this to ensure children, particularly those who experience barriers to their learning, are not missing available opportunities and can be supported to participate.

Equity for all learners

- Staff have a clear understanding of the socio-economic background of all children, and seek to provide appropriate interventions to address individual needs. Senior leaders have begun to identify gaps in attainment for different groups of learners and are taking steps to address these. They are beginning to monitor attainment for all children within the school. PEF is being used to fund additional staffing to support interventions for identified groups and individuals, and reduce any potential barriers to learning, particularly in literacy and numeracy. Interventions are at an early stage of development, and whilst there are some early signs of improvement in progress, it is too early to evaluate impact. PEF funding is also providing opportunities for off-campus experiences which enhance learning for all children. Working with partners, the school is also funding emotional support for vulnerable children. The school is tracking the individual progress of more vulnerable pupils at every stage, based on Scottish Index of Multiple Deprivation (SIMD) 1 and 2, and providing targeted support to raise attainment in literacy and English, numeracy and mathematics. It is too early to report on the impact of this on improving children's progress due to the school only recently developing tracking and monitoring systems.

Choice of QI: 2.5 Family Learning

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

- The quality of universal and targeted support has improved in the last two terms. This is now allowing families to access activities which better meet their needs. For example, in improving parents' understanding of mathematics and awareness of strategies to encourage their children. Universal support is open to all families and targeted support is offered to families where this is appropriate. The EAL library club and family cooking club are promoting equity, improving engagement and confidence. Parents welcome the higher visibility of the new headteacher and her leadership team. They recognise that the headteacher has, in her relatively short time in post, sought to be more open and welcoming in her approach. Parents indicate they would like more opportunities to learn about their children's progress throughout the year and as they move through the school. The headteacher and her staff have recognised this need and the key role parents and carers play in the education of children. Reflecting this partnership approach and as part of the review of the school's vision, values and aims, parents will play an important part in shaping the direction for the school. Staff are sensitive to family circumstances and work with parents well to support children's learning.
- Staff and partners are beginning to use data to both understand and respond to the needs of communities and families effectively. Staff know the community well. Working with partners, the school has identified programmes which they hope will reduce negative external factors. They now need to be more systematic in gathering high quality quantitative and qualitative data to evidence the impact of these programmes. Early measurement of the impact of counselling for targeted children indicates that children are happier, feel more included and able better to talk with their parents about their feelings and problems. The headteacher has worked hard to build trust within the school community. This is beginning to enable earlier and more meaningful conversations with parents about the kind of supports, both internal and external to the school, which can improve life chances for children.
- With support from outside the school, senior leaders are beginning to develop courses for family learning which are relevant and enjoyable. These cover aspects of literacy, numeracy and health and wellbeing. Staff are monitoring the participation of families and are starting to measure the impact of this involvement. The recently introduced courses have brought about a sense of achievement for a few children and parents. The success of the family learning courses has been recorded, shared and celebrated.

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.