

Summarised inspection findings

Sacred Heart Primary School and Nursery Class

North Lanarkshire Council

17 March 2020

Key contextual information

Sacred Heart Primary is a denominational school serving the Orbiston area of Bellshill in North Lanarkshire. The roll at the time of inspection was 264 with a nursery class on site. The headteacher has been in post for 9 years. The headteacher is also the lead for the separate Orbiston Nursery. There are 11 classes, several of which are composite. 74% percent of children come from homes in deciles 1 and 2 of the Scottish Index of Multiple Deprivation (SIMD). The school received £91,200 Pupil Equity Funding (PEF) from Scottish Government for 2019/20.

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 interactions
- effective use of assessment
- planning, tracking and monitoring

- There is a positive and caring ethos across the school. Children are happy and enthusiastic about coming to school. Staff model the Catholic values in how they relate to and support children. Almost all children report that they are treated with respect.
- The headteacher and depute headteacher speak positively about the importance of children's wellbeing sitting at the heart of everything they do. All staff know the social context of their school very well. Almost all staff demonstrate compassion and kindness in how they relate to children and families. Children are becoming more aware of their rights and as a result are beginning to become more confident and responsible.
- Within classes, most children behave and settle to work well. In all classes teachers share the purpose of learning and the expected outcomes with children. This is a positive start but is not yet having the desired impact of helping children to be fully involved in understanding what and how they are learning. Using child friendly language and enabling children to be more proactive about what they are learning, will help them better understand their learning.
- In a few classes, children are eager and motivated learners. In most classes, lessons are overly teacher directed and the participation of children in leading their learning is limited. This results in a few children becoming disengaged in lessons due to the pace of learning being either too slow or too fast. Teachers need to make sure work is sufficiently differentiated for each child in order to ensure children make the best possible progress. Classroom environments are calm and well organised and teachers help children to develop strategies to cope with challenges to learning.
- Overall, teachers plan lessons well to ensure children experience a variety of tasks and activities which enrich their learning. There remains too many lessons planned around worksheets and textbooks and these do not engage and motivate children well. On a few occasions children are able to apply their learning in new and unfamiliar circumstances. This extends and develops their learning. All children would benefit from further opportunities to apply learning in new areas. Children at all stages would benefit from having more

opportunities to develop leadership skills and to have greater levels of participation in all aspects of school life.

- Most teachers use questioning to check children's learning. In a few classes, open ended questioning enables children to engage in higher order thinking. Teachers now need to use a greater variety of approaches to questioning in order to deepen learning, to inspire curiosity and to develop higher order thinking.
- Teaching staff and senior leaders evaluate teaching and learning regularly across the year. This has the potential to support outcomes by highlighting key areas for improvement. Senior leaders should now ensure a more strategic overview of evaluative and quality assurance activities in order to make sure this leads to positive outcomes. Staff use local authority guidance on the components of a high quality lesson to plan learning. This is at the early stages of supporting a more consistent approach to quality learning and teaching.
- Staff have made a positive start to developing children's digital skills and this forms a key target in the school improvement plan. There are opportunities to extend the reach of this work and to link digital skills with employability skills. A clearer strategic lead should ensure a more consistent approach to developing children's skills across the school.
- Children can talk about the tasks they carry out in classes but are not yet able to talk with confidence about their progress or next steps in learning. Children also need a better understanding of the skills they are learning across the curriculum. A few parents would like more information on how their children are supported at school.
- Most assessments are currently planned in isolation from learning and teaching. Staff should work together to develop their approaches to ensure that assessment is integral to this planning process. The senior leadership team should work with teachers to review the paperwork used for planned learning to take account of unnecessary bureaucracy.
- Almost all teachers use a range of formative and summative approaches to assess children's progress. The quality of formative assessment strategies used across the school is not yet of a consistently high standard. In most classes children would benefit from more opportunities to reflect upon their learning. The school should now develop approaches to ensure all children are involved in evaluating their progress and attainment.
- Moderation activities are taking place across cluster primaries and the local secondary school. These activities are developing practitioners' knowledge, understanding and application of the standards outlined in the National Benchmarks for literacy and English. As a result, teachers are becoming more reflective about their practice. Their confidence in the accuracy of professional judgement of the achievement of Curriculum for Excellence (CfE) levels is developing. As planned, the school should continue to develop these approaches to moderation across the curriculum.
- Children with additional support needs are supported in their learning by a number of additional teachers and support for learning workers. Senior leaders need to develop an overview of additional needs across the school to better plan the deployment of support staff. The school should involve parents more in understanding their children's targets and expected progress.
- The senior leadership team meet termly with teachers to discuss children's progress. They should now develop a strategic overview of the assessment information which is used to support teachers' professional judgement of CfE levels. Staff need to review the processes in

place to monitor, track and evaluate learners' progress to ensure these are manageable and provide clear information on children's progress.

2.1 Safeguarding and child protection

- 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.

3.2 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 provided attainment data based on teacher professional judgement of achievement of a level. Inspection activity does not validate the attainment data shared by the school. Senior leaders and teachers need to develop a greater understanding of the standards within the National Benchmarks. This alongside a greater range of learning evidence will enable them to make robust judgements about children's progress and achievement of a level. The majority of children with additional needs are making appropriate progress in their learning.

Literacy and English

- Overall attainment in literacy is satisfactory. Most children are making satisfactory progress in all areas of literacy and English and a few children are making good progress.

Reading

- Children across the school engage with a wide variety of texts in addition to commercially produced reading schemes. The majority of children working towards early level are developing their understanding of sounds and blending these to make words. They are using their knowledge of sight vocabulary to read familiar words in context. By the end of first level the majority of children can identify the main ideas of texts and can offer ideas about characters and settings. They can take notes and summarise texts in sequential order. At second level most children can find, select and sort relevant information from a range of sources. They can apply a range of strategies to read and understand texts including predicting, clarifying and summarising. In most classes children need to have a clear understanding of the strategies they need to use to become better readers.

Writing

- Children across the school have regular opportunities to write for a variety of purposes. Most children working towards early level are using a pencil with increasing confidence and can write words from left to write. The majority of children at first level can punctuate most sentences accurately using capital letters and full stops and a few children can use question marks and exclamation marks. The majority of children present writing in a clear and legible way. They can make notes to help plan writing and use these to create new texts. The majority of children at second level use a range of punctuation to structure their writing. They use paragraphs to separate thoughts and ideas, writing in a fluent and legible way. Across the school children need more opportunities to apply their writing skills in real life contexts.

Listening and talking

- The majority of children working towards early level listen and respond to others appropriately. They share ideas with their group and the class and can answer simple questions about a text. The majority of children at first level contribute at the appropriate time when engaging with

others, listening and responding in a respectful way. They present solo talks to the class. At second level most children apply verbal and non-verbal techniques in oral presentations. They recognise the techniques to engage and influence the listener when participating in debates. When listening and watching, they can make relevant notes to create new texts. In most classes children are not yet been taught the skills for listening and talking as detailed in the experiences and outcomes. The school now needs to ensure a progressive programme for teaching listening and talking is implemented in all classes.

Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory. Most children are making satisfactory progress, and a few are making good progress in numeracy and mathematics. Children would benefit from more regular revision of numeracy skills learned. This will ensure they can recall these readily and apply them confidently to other more complex calculations.

Number, money and measurement

- At early level, the majority of children recall confidently number sequences forwards and backwards within the range 1-10. They are beginning to add and subtract accurately numbers within 10. At first level, the majority round two and three digit numbers to the nearest ten and hundred confidently. They are less confident in telling the time and converting this into 24-hour time. The majority of children at second level are confident in explaining the link between a digit, its place and value. They have a good understanding of equivalent forms of common fractions, but have limited understanding of decimal fractions to two or three decimal places. Across the school, there are marked gaps in children's learning about time, money and measurement.

Shape, position and movement

- The majority of children working at early level recognise and describe simple two-dimensional shapes and a few identify three-dimensional objects. At first level, a majority use mathematical language to describe common properties of shapes, identifying two-dimensional shapes within three-dimensional. The majority of children at second level are beginning to learn how to calculate area and perimeter and identify with confidence a right angle. Across the school, more children need to make better progress in shape, position and movement.

Information handling

- At early level, a few children interpret simple graphs. The majority of children at first level create graphs accurately including labelling both axes. At second level, the majority of children use the language of probability accurately to describe the likelihood of simple events occurring. Across the school, children should make increased use of digital technology to display information and gain more skills in analysis and interpretation.

Mental agility

- The work undertaken to develop mental strategies across the school has resulted in the majority of children being able to explain their thinking and demonstrate a range of strategies. Senior leaders and staff should continue to develop this work to ensure children are able to draw on the full range of mental agility strategies.

Problem solving

- Across the school, most children would benefit from more regular, planned opportunities to engage in open ended, challenging tasks. This will enable them to work together to solve problems and apply their numeracy and mathematical knowledge.

Attainment over time

- The school provided a range of data on children's progress over the last four years, including children's achievement of CfE levels. This data indicates fluctuating trends attainment across literacy and numeracy. Senior leaders and staff need to ensure attainment data is reliable and robust in order that they have a more accurate overview of children's attainment over time. This will help staff to identify trends in children's attainment over time and identify better the progress of particular cohorts of children.
- Staff do not yet have a clear picture of children's attainment across the curriculum in areas other than literacy and numeracy. They should develop existing systems in line with school improvement planning. This will enable them to track children's attainment over time across all areas of the curriculum to ensure all children make appropriate progress.

Overall quality of learners' achievement

- Pupils at the upper stages have opportunities to exercise responsibility as monitors and buddies for younger pupils. They have leadership roles within the pupil council and as Digital Leaders supporting other pupils within the school to develop their digital literacy skills. Most P7 pupils participate in a residential activity week where they participate in team building activities to develop their personal and social skills.
- Across the stages pupils, with their parents, are learning about healthy eating through an after school cooking class run by the Community Learning Development Officer. It would be helpful to develop further links with home economics professionals in the local secondary school to support progression in learning for all children. Pupils are developing a sense of citizenship through regular fundraising activities. Children across the school are growing in confidence through the assembly celebration of individual and class achievements within and beyond school. There is scope to develop the participation of children in all areas of the school and to track and monitor levels of participation.

Equity for all learners

- Senior leaders and staff have a sound knowledge of children and families whose social or economic circumstances might adversely affect their experience or attainment. They use Pupil Equity Funding (PEF) to increase promoted positions for staff. These roles are designed to support improvements for children in areas including nurture, literacy, numeracy and health and wellbeing. The school now need to be more focussed in ensuring these positions lead to a clear impact for those children with the greatest economic need.
- Senior leaders should continue to ensure that they implement interventions in a targeted, planned and measureable way. They should work further with teachers to analyse data rigorously to ensure planned interventions are raising attainment and improving outcomes for identified children. Senior leaders and staff, should review and address factors relating to the cost of the school day to ensure equity 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.