

Summarised inspection findings

Chapelhall Primary School

North Lanarkshire Council

26 June 2018

Key contextual information

Chapelhall Primary School is located in Chapelhall near Airdrie. The school is part of a large joint campus along with a denominational primary school and a nursery. At the time of the inspection, the roll was 320 arranged into 13 classes.

1.1 Self-evaluation for self-improvement

good

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- collaborative approaches to self-evaluation
- analysis and evaluation of intelligence and data
- ensuring impact on learners' successes and achievements

- The headteacher is well established in the school, and she and the depute headteacher are well respected in their leadership roles. Together, they have created a positive school ethos underpinned by the school's vision: 'Where hard work makes dreams come true, where we have respect for everyone and where we involve the community in our learning'. Under their leadership, stakeholders, including a range of local business partners are successfully encouraged to work with the school and help to set the direction for further school improvement.
- Staff, parents, local partners and children regularly give their views on the work of the school through surveys and questionnaires. This year, the introduction of digital surveys has enabled the school to improve how it gathers and analyses views on a wider range of subjects. Parents feel that the school communicates very well with them. They particularly like the school's use of social media platforms to find out their views and provide them with school news and announcements.
- The school is increasing opportunities for children to develop their leadership skills through being involved in a number of groups and committees such as the pupil council, house captains and junior road safety officers. The recently created P7 'tech team' confidently use digital technology skills to support staff to manage applications on the school's tablets. A visual 'Pupil Improvement Plan' (PIP) has been introduced this session to help develop children's understanding of the school's improvement priorities and develop their understanding of the responsibility they have for their own learning. The PIP is displayed in all classes and children have responded well to this. The school should continue to look for opportunities to involve children more in identifying areas for school improvement and help children to understand when their views are acted on.
- Staff engage in self-evaluation activities and they have made use of the quality indicators in *How good is our school?* (4th edition) to identify areas for school improvement. They are well involved in deciding on improvement priorities and taking these forward through a range of working groups. The school's annual quality assurance calendar has a wide range of appropriate approaches to gather information and data about the quality of learning and teaching, and children's progress. These approaches include classroom observations, regular

assessments of children's progress and monitoring children's jotters. The school uses a detailed system to track information about children's attainment and their progress in learning. This includes a wide range of standardised and non-standardised data. The termly meetings between teachers and the management team use this system to focus on children's progress and how individual children can be supported to make better progress in their learning. A good range of support strategies are put in place to help to meet children's learning needs.

- Teachers work with each other and with colleagues from other schools in the local cluster to share good practice. They have engaged in moderation activities for writing with three of the primary schools in the cluster. The school has not yet engaged in moderation with the associated secondary school. The focus is on reflecting on standards in writing and this has resulted in writing criteria sheets being introduced across the school. These are useful in helping children to understand what they need to do to achieve at each level and identify their next steps. Staff have plans to moderate children's attainment in reading and numeracy over the course of the next school session. Although teachers have started to use national benchmarks to gain a shared understanding of achievement of a level, they are still at the early stages of developing a full understanding of these in literacy and numeracy. They have not yet used the benchmarks in other curriculum areas. Teachers' understanding of national standards needs to be further honed to ensure that there are agreed, shared standards across the school.
- Staff across the school have a good range of opportunities to undertake professional learning activities. For example, moderation activities with other schools is enabling teaching staff to develop a better understanding of expected standards of writing and agree shared standards across the school. All staff can identify how recent training related to numeracy is helping improving their practice and is resulting in better learning for children. Staff reflect on their own practice regularly both formally and informally, share with colleagues through peer visits, stage meetings, and some have taken opportunities to visit other establishments to enhance their practice.
- The school's introduction of new resources to support reading skills and number skills is having a positive impact on children's learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes.

Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

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

Attainment in literacy and numeracy

- Overall, children are making good progress in English and literacy, and numeracy and mathematics.

Attainment in literacy and English

- Attainment data provided by the school is based on teachers' professional judgements. This is supported by some standardised assessments, a few moderation activities, and regular and frequent professional dialogue with senior leaders and with stage partners.
- From the information provided by the school for 2016/17, almost all children at P1 achieved expected levels in literacy. At P4, a minority achieved expected levels in literacy. At P7, a minority achieved expected levels in literacy.
- From the information provided by the school for 2017/18, almost all children at P1 are on track to achieve expected levels in literacy, most children at P4 are on track to achieve expected levels in listening and talking, and the majority are on track to achieve expected levels in reading and writing. At P7, according to school data, the majority are on track to achieve expected levels in listening and talking, reading and writing. The data provided by the school shows a improving picture from 2016/17 to 2017/18.
- It is the view of inspectors that the school is underreporting the achievement of levels in reading, writing, listening and talking at first and second levels. Inspection evidence shows that children at these stages are making better than predicted progress in literacy and English. Children are making good progress in reading and writing across the school. Overall, progress in listening and talking is particularly strong. There is considerable scope to increase the level of moderation of teacher judgement, both within and outwith the school. Teachers should also prioritise engagement with the national benchmarks to support a common understanding of achievement of and within a level. Senior leaders need to ensure an increased pace in the use of the benchmarks in literacy and English, particularly at first and second levels to support further teacher judgement.

Listening and talking

- Overall, almost all children are making appropriate progress in listening and talking. Across all stages, almost all children were able to speak confidently whether in small groups, pairs or class situations. Across the school, almost all children listen well to teachers and one another. They co-operate well in pairs and small groups. Almost all children in P1 listen and respond appropriately when following instructions about their learning and engage positively and

enthusiastically with their teachers. At the early stages, children are able to discuss the context of a story and tell the story through the use of pictures. By P4, children select and share information using a variety of vocabulary and talk about facts they have researched. By P7, almost all children talk confidently, share their opinions clearly and show empathy for one another's ideas.

Reading

- Overall, most children are making appropriate progress in reading. They engage well with a range of texts across learning. Children in P1 and P2 enjoy the school's focus on paired reading with buddies in P6 and P7. Children at the early level use their knowledge of sounds, recognition of letters and patterns to read a variety of common words with confidence. At the early stages, children are able to answer questions about a text and make predictions about what will happen next. By P4, children talk well about topics they are researching. Children can read aloud a familiar piece of text and use punctuation and grammar to read with understanding and expression. They can distinguish between fiction and non-fiction. By P7, most children scan unfamiliar texts confidently to select key vocabulary and predict what may happen next within a story. They can identify the purpose of a text with suitable explanation and identify the main ideas. By P7, children are able to make relevant comments about features of language, for example, word choice, sentence structure and punctuation.

Writing

- Overall, most children are making appropriate progress in writing. At the early level, children are developing skills in forming letters legibly and using capital letters appropriately when writing their full names. By P4, the majority of children organise their writing in paragraphs, start sentences in a variety of ways and write in a range of genres. By P7, most children write for a range of purposes across the curriculum and use appropriate language to suit the purpose and audience including language to persuade the reader. They are successfully developing skills in writing factual reports and can present and organise their ideas in a logical way.
- Children have the opportunity to develop their literacy skills across the curriculum in a very planned and structured way. For example, children in the middle stages can talk about the use of paragraphs in a science essay and the use of connectives in creating a presentation on recycling for school assembly.

Numeracy and mathematics

- Across the school, most children are making good progress in numeracy and mathematics. Children told us they enjoy developing skills and knowledge across all aspects of numeracy and mathematics. They benefit from regular opportunities to practise mental agility and engage with a range of games and activities to support consolidation of learning.
- Children who face barriers in their learning, including those affected by socio-economic challenge are making good progress from their prior levels of attainment.

Number, money and measure

- Children at early level can identify 'how many?' in regular dot patterns and can order numbers forwards and backwards between 0 and 20. They can use balance scales to measure items as being lighter or heavier. They are confident recognising and continuing simple number patterns using objects from the story of Goldilocks. As they progress, they are gaining skills using analogue and digital clocks. At first level, children can apply strategies to determine division facts using arrays, sharing equally and multiplication facts. They can use money to

identify coins needed for a given amount to £20. They can tell the time using half past, quarter past and quarter to, and can read 24-hour notation on digital tools. Children working towards the achievement of second level can draw squares and rectangles accurately with a given perimeter and area. A few can measure the area and perimeter of different types of triangles. They were successful in solving simple algebraic equations. They can explain place value using large numbers up to 1,000,000. Children working at second level find working with fractions and decimals challenging. They were most successful when applying their knowledge in real life situations. For example, they had sound knowledge of managing money, calculating interest on purchases and working out discounts. A few could explain how to convert pounds sterling to euros.

Shape, position and movement

- Children at the early level enjoyed programming digital programmable toys to follow simple directions, left, right, forwards and backwards. At first level, children can identify a range of simple 2D shapes and can decide which of these shapes will tile. Children can identify a line of symmetry in a shape. They are less confident describing 3D objects. Children at second level can name angles correctly and use a protractor to measure angles accurately. They understand the link between the compass points and measurement of angles. Children in the focus group could identify and describe 3D objects.

Information handling

- At the early level, children can use data gathered about favourite story characters to make a simple bar graph. Children at first level developed these skills conducting surveys, making tally marks and using information to make accurately labelled graphs to share with their classmates. They can talk about the data they have gathered. Older children used survey data to create frequency tables, construct pie charts and draw conclusions from their work. Children enjoy using digital tools to support their learning in this area and older children would welcome more opportunity to use technology to display their learning. By P7, children would benefit from more challenge in information handling activities.

Attainment over time

- Staff track closely the progress of individuals and cohorts of children across the school. Teachers complete evaluation sheets fortnightly and use these for planning interventions with support for learning staff. The school has a commendable focus on children's progress in learning. Planned termly tracking meetings add rigour to the tracking of progress. The school uses standardised assessment data, other assessment data and pupil information, including additional support needs to track children's progress. However, this needs to be linked much more closely to Curriculum for Excellence (CfE) levels. Senior leaders have recently developed a system to track and analyse a range of data over time for different groups of children. This will help the school to provide examples of attainment over time for specific cohorts of children such as those with additional support needs and identify patterns or trends over time.

Achievement

- Children's wider achievement, in and out of school, is recognised and celebrated in a range of ways. This includes the 'Go for Gold' display in the dining hall. Children who feature in the 'Golden Book' enjoy a treat. Records of children's achievements illustrate their talents and success in sporting and cultural activities. Children's experiences are well supported by lunchtime and after school clubs including board games, gymnastics and athletics. These clubs are very well attended and are led and supported by staff and the active schools team. Children told us they would like a running club and opportunities to do art. Older children

enjoy taking responsibility in the ‘tech group’ and staff appreciate children’s skills in managing digital tools around the school. Staff monitor children’s achievements and participation in clubs and activities to ensure no one is at risk of missing out. Older children develop a range of skills on residential trips in P6 and P7. All children can participate and the school takes steps to remove any financial barriers to inclusion in trips and excursions. As this aspect of school life develops, there is scope to support children to recognise the skills and attributes they are acquiring and help them understand the transferable nature of these skills in real life contexts.

Equity for all learners

- Senior leaders and staff are using Pupil Equity Funding (PEF) to introduce targeted interventions and have a clear rationale for the use of these interventions. This includes individual support in literacy and very successful engagement with families in establishing a library group. Staff ensure all children can access appropriate clothing and equipment to ensure they can participate fully in physical education. Staff work closely with senior leaders to measure and evaluate the impact for children to ensure learners are making expected progress. Interventions are at an early stage of implementation. School leaders note increased staff confidence and more positive attitudes to learning from groups of parents. As work continues, staff recognise the need to monitor the impact of activities on children’s progress across the curriculum.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.