

# Summarised inspection findings

**St Hilary's Primary School and Nursery Class**

South Lanarkshire Council

27 August 2019

## Key contextual information

St Hilary's Primary School is a denominational school which serves the St Leonard's area of East Kilbride in South Lanarkshire. There are also some placing requests from surrounding towns and villages. The headteacher has been in post for over three years. She is assisted by one full time principal teacher who was recently appointed - January 2019. At the time of inspection the roll of the school 166. The school has single stream classes.

### 1.3 Leadership of change

very good

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 school motto of Dream, Believe, Achieve is underpinned by refreshed vision, values and aims for the school community. This refresh involved consultation with staff, children, parents and partners of the school. As a Catholic school, the ethos of the school community is also strongly connected to Gospel values.
- There is shared understanding of the motto, vision, values and aims which will increasingly underpin the life and work of the school as these are embedded. These are firmly based on children's rights and are clearly evidenced and articulated by all members of the school community. The school is now working towards level two of its Rights Respecting Schools status. This reflects the whole school community commitment to provide meaningful opportunities for children to learn, develop and thrive in a positive environment. Moving forwards, senior leaders and staff should continue to promote the recently developed vision and aims across a variety of contexts so that children and stakeholders have a clearer understanding of what underpins the school's improvement journey and relationships.
- Leadership and approaches to improvement have major strengths within the work of St Hilary's Primary School. These strengths are having a positive impact on children, staff and the school community. All staff have a clear understanding of the social, economic and cultural context of the local community. They work together well to support children and their families. This includes a home school partnership to help parents to become more involved and support their child's learning. This initiative is funded by Pupil Equity Funding (PEF). As a result, a number of parents are more confident in how to support ongoing learning at home and have learned strategies to support best their child's progress. Staff have a good awareness of the importance of delivering equity for all children. They are aware of strategies that are working well and where improvement is needed. They are aware of the importance of recognising and closing identified attainment gaps. Staff are becoming more confident in analysing a range of data to identify attainments gaps and inform the most appropriate next steps to overcome this.
- Following a period of leadership change, all staff demonstrate commitment to change and improvement through their relentless and collective drive to improve outcomes for children. They have a sense of collegiate responsibility in taking forward improvement planning across the school. This includes both teaching and support staff. Staff work and plan together well as

a team. All staff are enthusiastic and take a professional approach to their roles, both collectively and as individuals.

- The headteacher has been in post for over three years. Commendably, she provides very strong, measured leadership across the school. She is well respected in the local community and has gained the trust and respect of children, parents, staff and partners. This is confirmed by stakeholders and partners who engaged with HM Inspectors during this inspection. The headteacher has strong commitment, drive and a clear vision to leading and managing change, which is having a positive impact on children and staff. She manages very well the strategic direction and pace of change and has high aspirations and expectations of all staff and children. She is supported by a recently appointed principal teacher who has had a positive start to her new role.
- The headteacher has a clear understanding of the strengths and areas for development of the school. Along with all staff and stakeholders, she has identified priorities for further improvement in line with national expectations. Partners and stakeholders who engaged with HM Inspectors reported that they are fully included in improvement planning processes. Together with the whole staff team, the headteacher has fostered a culture in the staff group where they collaborate well to improve learning experiences for children. All staff make valuable contributions to leading improvements across the school. There is scope to increase opportunities for children to be more involved in the school improvement planning process and direct their own learning.
- Almost all staff at all levels have designated aspects of leadership across the school. They will benefit from continued planned opportunities to collaborate with staff across the learning community and more widely. This will continue to build staff's confidence in applying their judgement of achievement of a Curriculum for Excellence (CfE) level, aligned to national standards and expectations.
- The three key priorities for improvement identified within the school's improvement plan are well-judged and based on regular, well managed self-evaluation activities. Along with teaching staff, the senior leadership team regularly reviews curriculum plans and the progress of every child. All staff are encouraged to reflect on their practice and engage in peer evaluations. There are very supportive relationships across the school. This is creating an environment where staff at all levels are becoming more confident to lead and contribute to change in a way that capitalises on their strengths, interests and improvement priorities for the school. Over the past three years, senior leaders and staff have led a range of important improvements across the school. A range of these improvements is demonstrating clear, positive impact on outcomes for children and the professional development of staff. A number of improvements are continuing to be embedded and as such, it is too early to see the full benefit of the impact that these will have. Senior leaders should therefore continue to monitor the ongoing progress of improvements against aspirational impact.
- Staff engage in a variety of well-planned moderation activities within the school and their local learning community. Time for this is protected within the school working time agreement. This is developing teacher confidence in sharing and agreeing standards around planning for learning and teaching, and designing suitable assessment strategies. We have asked the school to continue to develop moderation activities which will ensure a clearer understanding of what the achievement of a level looks like in children's learning and progress across the curriculum. Importantly, moderation of children's progress should include all curriculum areas, moving forward.
- The school has a well-organised quality assurance calendar which is designed to address career-long professional learning (CLPL) needs of staff and ensure the continuous quality

improvement checks of the work of the school. As part of the quality assurance process, staff participate in peer classroom visits annually. This leads to meaningful professional dialogue and feedback and agreed actions for improvement. There is a planned, effective professional review and development (PRD) process within the school. It is clearly linked to the General Teaching Council for Scotland (GTCS) standards and HGOIS?4 guidance. A few staff have engaged in further professional learning, including at postgraduate level, to the benefit of the children and school community. Professional learning activities are linked to meeting the needs of children and addressing agreed personal professional development. This is also linked to the school, local authority and national priorities.

- Stakeholders and partners are aware of the positive impact their input and contributions have on the work to improve the school and children's experiences.

## 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

- A strong positive ethos and culture exists throughout the school which reflects the school's motto Dream, Believe, Achieve and Gospel values. Nurturing and caring relationships between staff and children exemplify their mutual respect and a commitment to promoting positive behaviour. Overall children are polite, confident and clearly proud of their school.
- In line with the establishment improvement plan, developments to promote children's resilience and foster positive attitudes to learning are leading to positive outcomes. As a result, almost all children demonstrate confidence and a strong belief in themselves as learners. There are enriching opportunities for children to demonstrate their abilities across the four CfE capacities within classes as well as throughout the wider school community. This is highlighted for example, through involvement in pupil committees, participation in community and church events, P7 commitment to the Pope Francis Faith Award. In all classes, individual targets for learning are displayed. Whilst the majority of children are aware of their targets, there is room to develop this process, ensuring children can identify the steps to be taken to achieve their targets.
- Overall, the quality of teaching across the school is good. In classes, most children are motivated and active participants in their learning. In best practice, children are engaged, interact well during lessons and have opportunities to collaborate and extend their learning. In producing their Excellent Lesson guide, staff and children have identified features of high quality learning and teaching experiences. Staff are committed to continue to implement and embed this guidance consistently across all lessons at all stages.
- In almost all lessons, the purpose of learning is shared with children and there are examples where children help identify how to be successful learners. Teacher explanations and instructions are clear and the majority of learners' experiences are matched to their needs and interests. More effective differentiation of tasks and activities is required to ensure experiences are tailored to offer appropriate challenge and support to all pupils. Most lessons offer opportunities for independent or collaborative learning. Inspectors observed a few lessons where activities and tasks were overly directed by the teacher. More regular, meaningful opportunities for children to take greater responsibility for and exercise choice in their learning will add value to their overall experiences.
- In the majority of lessons, learning is well supported by effective use of digital technologies including interactive boards, tablets and laptops to enrich and deepen learning. Almost all children in P4 to P7 are confident in their use of digital technologies and can give examples of how they are used to develop their digital skills and enhance learning across the curriculum. The school has recently achieved the Digital Schools Award which recognises the valuable role of pupil digital leaders. The school has appointed a pupil-led group of digital leaders from P4 to P7. This group of leaders promotes the use of digital technologies within the nursery class and

P1 to P3. The school is well placed to make wider use of a range of applications and devices across all classes to enhance learning and teaching.

- As a result of well-planned moderation activities across the school, local learning community and at times more widely, staff are gaining a more sound knowledge of national standards to inform judgement of achievement of a CfE level. This professional dialogue is building teacher confidence and overall robustness of teacher professional judgement. We have asked that senior leaders and staff continue to seek further opportunities to collaborate with colleagues more widely for moderation activity. This will further strengthen teacher professional judgement of children's progress for attainment and achievement aligned to national standards and expectations. Teachers are now well placed to widen their scope of moderation to include the moderation of the other curriculum areas in this professional activity.
- Staff plan key aspects of literacy and numeracy using national guidance – experiences and outcomes and the National Benchmarks. As planned, staff should develop a pace the planning for learning, teaching and assessment for the other curriculum areas in the same way, based around this national guidance.
- When the current headteacher took up post three years ago, senior leaders identified the need to put in place a wider range of assessment tools. This included more accurate evaluation of children's progress and to design appropriate support and challenge interventions for their learning. This range of assessment which is now embedded complements teacher professional judgement. There is an appropriate balance of strategies and tools for assessment in place to track and monitor more successfully children's progress within and by the end of a level.
- Commendably, senior leaders and teachers have regular termly tracking and monitoring meetings which address the progress and needs of every child in the school. This professional dialogue allows teachers opportunities to discuss interventions in place to support and challenge children in their learning, and to review these as appropriate. This process also allows for the early identification of interventions for children. Importantly, this also helps staff to flag up concerns or successes to parents and local authority partners to facilitate children's next steps in their learning.
- Most teachers use a range of assessment for learning strategies to engage and motivate children in everyday classroom activities, and also to assess with more accuracy their progress in their learning. There is headroom for staff to set aside further protected time to share aspects of highly effective practice. This will help to work towards increased consistency of children's experiences across all stages. Importantly, staff should continue to monitor the impact that assessment and other more creative strategies to engage children in their learning, are having on outcomes for children's learning.
- There are clear and robust approaches to tracking and monitoring children's progress both at class and whole-school levels. Staff are able to identify quickly the progress of individuals and cohorts of children. This includes children who face potential barriers to their learning and those with protected characteristics. There is scope for senior leaders and staff to use qualitative and quantitative assessment data to track the value that they are adding to children's progress. We have discussed ways in which senior leaders and staff could approach the analysis of data in order to be able to extract key information around children's progress in a more meaningful way. Commendably, the headteacher has put in place a range of strategies to allow teachers to capture key information that ensures high quality dialogue around assessment and progress information. This includes for example, a termly high level strategic plan completed by every teacher. These are differentiated to reflect the learning and pastoral needs of every child.

- Staff track participation of children's involvement in wider engagement activities. They have correctly identified next steps as building in tracking associated skills for learning, life and work. This will continue to allow children to make clearer connections across their learning. This will also provide clearer relevance around different contexts for their learning, both in and out of class.

## 2.2 Curriculum: Learning pathways

- A clear curriculum rationale which takes appropriate account of national advice is in place. This is closely aligned with the school's vision, values and aims. Developing children's skills in literacy, numeracy and health and wellbeing is a key priority for all staff. Staff should now engage with this rationale further to refresh the social studies contexts for learning and continue to build opportunities for personalisation and choice. This will provide further unique, relevant, and motivating learning experiences across the curriculum.
- Teachers use learning pathways to ensure progression in children's learning for literacy, numeracy and health and wellbeing. These are providing a clear structure to support teaching. Senior leaders and staff should continue with plans to develop progression pathways which support the planning and delivery of the experiences and outcomes across the remaining curricular areas. These should provide appropriate challenge for all children. Staff should consider the purpose and use of Golden Time in providing all children with progressive, meaningful learning opportunities.
- The school delivers the national 1 + 2 language policy with almost all children taught Spanish and Mandarin. St Hilary's has achieved the Foundation level award in International Education. Planned partnerships with schools internationally will enhance further children's experiences and provide relevant and motivating contexts for learning.
- The school has effective partnerships with businesses and parents to support children's awareness of world of work. Opportunities for developing skills for learning, life and work are planned through a variety of experiences. Staff should continue to develop their use of Careers Education Standards.
- Children learn through outdoor contexts such as local woodland. Support staff lead children in a range of outdoor learning experiences through weekly nature activities. As planned, the school should continue to develop progressive approaches to outdoor learning.
- Interdisciplinary learning (IDL) is most effectively planned through science, technology, engineering and maths (STEM). Overall, planning for IDL is focused more on cross curricular topics. Teachers should work collaboratively to build on the positive STEM approach and use this to support the further development of IDL across the curriculum. This will continue to build children's confidence to apply their learning in new and unfamiliar contexts.
- All children experience statutory two hours quality physical education per week. The provision of Religious Education and religious observance is in line with national guidance.



## 2.7 Partnerships: Impact on learners – parental engagement

- See choice QI – 2.7 Partnerships

## 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

very 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

- Children's wellbeing is at the heart of the school's work. Arrangements to ensure wellbeing are well planned, reflecting the priority with which senior staff promote children's care and welfare. These arrangements are achieving significant impact on children's readiness to learn and achieve, and to develop skills and knowledge relating to health and wellbeing. Staff have invested substantial amounts of time in relevant professional learning, and have wisely taken steps to share skills across the staff team.
- Most children are aware of key indicators of wellbeing and feel confident to discuss them with staff. From the pre-inspection survey and a range of other sources, inspectors found that almost all children feel safe and that they know there is someone in the school they can talk to if they have any concerns. The tone of mutual respect, among and between staff and children, permeates the school. Children feel that staff treat them with respect, and a majority feel that other children treat them fairly and with respect.
- The school successfully promotes healthy lifestyles for children through participation in sport. The School has achieved the SportScotland silver school sports award. Work is now underway towards achieving gold level.
- Over 2017/18, staff developed a valuable curriculum plan for health and wellbeing, to provide children with a clearer path of progressive development of knowledge and skills. Whilst the programme is still in its early stages of implementation, it is already providing children with important experiences including some which relate to developing positive and resilient capacities.
- Children's pastoral needs are met well, enhanced by a range of effective programmes. The breakfast club helps settle and prepare children for learning. Specific assemblies, aspects of which are led by children, offer important contributions to children's personal and social education and cover important themes such as anti-bullying. Children develop important skills in negotiation and restorative approaches, helping them resolve conflict and establishing capabilities which will serve them well in later life.
- Children's views, leadership and voice make important contributions to the work of the school overall. There remains scope for children at P1-P3 to be given greater opportunities to influence learning in the school. Almost all children indicate that the school is helping them to become more confident, and to make healthy lifestyle choices.
- Children are benefiting significantly from the school's highly effective professional practice in nurture. Building on the strong, supportive climate and relationships which feature across the school, staff have developed a range of skills and practices to enable them to meet children's specific needs. Some key aspects of the school's initiatives, for example relating to childhood

trauma and mental health, have attracted interest from partner agencies including NHS, children's charities and other schools. The school is involved with a national charity in preparing a video resource, to share its effective practice in relationships and mental health more widely.

- Teachers work well with specialist practitioners, partner agencies and learning support assistants to address any additional support needs which children are experiencing. These partners speak well of the school's commitment to meeting additional support needs, enhancing staff's own skills and drawing on wider expertise as necessary. Teachers and school support assistants are proactive in supporting designated children in class, sensitive to the children's moods and needs, whilst at times providing more general, valuable support for wider groups of children.
- The school maintains a high level of awareness of the range of its statutory duties, for example in terms of safeguarding children, and taking steps to ensure equity for those with protected characteristics. The headteacher ensures that staff are kept informed of relevant guidance and regulations, supported comprehensively by South Lanarkshire Council.
- Almost all children show positive attributes of tolerance and respect, responding well to the school's promotion of diversity. Inspectors found that the school's approaches to inclusion and equality are strong. Children cooperate and collaborate well across the stages, and show kindness and concern for their peers. The headteacher remains committed to finding further refinements to the school's approaches, for example in respect of rewards and incentives appropriate to the needs and achievements of all children.
- The school involves a wide range of partners in supporting aspects of the curriculum. As a result, children develop an appropriate confidence in meeting and interacting with new people, and respecting the contributions they make. Children demonstrated natural courtesy and respect to inspectors visiting the school. Working at times with the parent council, children develop an appreciation for groups and individuals less advantaged than themselves. They demonstrate their empathy and sense of responsible citizenship through significant fund raising for a number of charities.

## 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

- Most children's attainment in English and literacy and numeracy and mathematics is good.
- For 2018/19 the school predicts that most children will achieve listening and talking at the appropriate CfE level. The majority of children in early and first level are on target to achieve reading, writing and numeracy at the appropriate level. At second level, the school predicts most children will achieve reading and numeracy and the majority will achieve writing at the appropriate level.
- As a result of focused development work, the data on children's talking and listening progress is becoming increasingly robust. The inspection team observed a range of lessons, sampled children's work and spoke with groups of children. Overall, Inspectors agree that data provided by the school accurately reflects children's progress in reading, writing and numeracy. School staff and inspectors agree there remains scope for children across the school to achieve more.
- For children with additional barriers to their learning, including those with English as an additional language, HM Inspectors agree with the evidence provided by the school. This evidence indicates that most are attaining appropriate to their individual level of needs and making good progress from prior levels of attainment.

### Attainment in literacy and English

- Overall, attainment in literacy is good.

### Listening and talking

- Most children across the school are making good progress in listening and talking. At early level, most children listen and respond to others appropriately and all show enjoyment when listening to stories. By the end of first level, most children listen well and respond appropriately in an adult led discussion. By the end of second level, as a result of opportunities for talks, debates and presentations, most children communicate clearly and audibly. Most children contribute relevant ideas to discussions and justify their opinions confidently.

### Reading

- Most children are making good progress in reading and, across the school, a few are exceeding national expectations. At the early level, the majority of children read aloud familiar texts with attention to simple punctuation. They discuss simple events and characters from stories they have read. By the end of first level, the majority of children read aloud a familiar piece of text with growing fluency and understanding. They identify favourite authors and explain their reading preferences. The majority of children understand and answer literal, inferential and evaluative questions. At second level, most children read fluently with expression and talk in increasing detail about characters, setting and plot. They use skimming

and scanning strategies to select relevant information and make relevant comments about the writer's use of language.

## Writing

- In writing, the majority of children are making good progress and a few are exceeding national expectations. The school has correctly identified writing as an area for development. Across the school children are developing skills in planning and writing for a range of purposes.
- By the end of the early level, the majority of children form a meaningful sentence punctuated accurately. They are beginning to apply their knowledge of phonics when attempting to spell. There is scope to provide more opportunities for children to create texts of their choice. By the end of first level, the majority of children use simple punctuation and common conjunctions to link sentences. They can create poems, stories and reports with recognisable features of genre. The children would benefit from creating an increased variety of texts across the level. By the end of second level, the majority of children write accurately in a range of genres. This includes writing about personal experiences, imaginative stories and poetry, such as kennings. The majority of children use paragraphs effectively to separate ideas and use an increasing range of punctuation accurately. Standards of presentation in writing vary considerably across classes. All staff should work collaboratively to review shared standards and ensure that these are consistently applied across all stages.

## Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Across the school, the majority of children are making good progress. For those children who require support, targeted interventions help them to make good progress from prior levels of achievement.

## Number, money and measure

- By the end of the early level, the majority of children can identify numbers and count forwards within a range of 0-20. Most link daily routines to time sequence. The majority of children use appropriate mathematical symbols to record their answers in addition and subtraction. A few children are confident in recognising coins to £2 and using these within addition and subtraction. By the end of first level, most children can identify the value of each digit in a whole number with three digits and can round to the nearest ten. The majority of children can answer calculations, involving the four operations, with accuracy and explain their reasoning behind using particular strategies. The children would benefit from more experience in comparing the size of fractions and ordering these. By the end of second level, most children can round to the nearest 1000, 10 000 and 100 000 and carry out money calculations involving the four operations. Most children can order numbers less than zero and calculate a simple percentage or fraction of a quantity. There is scope to develop further children's understanding of radius and diameter. The children showed interest in exploring and investigating relationships between speed, distance and time.

## Shape, position and movement

- By the end of the early level most children recognise, describe and sort common 2D shapes. The majority of children understand and use the language of position and direction through programmable technologies. Most children at first and second level recognise 2D shapes and 3D objects and describe their properties as appropriate to their age and stage. By the end of first level, the majority of children can identify right angles in the environment. At second level, most children confidently use mathematical language to identify a range of angles and explain the link to compass points. They can describe, plot and use accurate two figure grid references.

## Information handling

- By the end of early level, almost all children can apply their knowledge of colour, shape and size to match and sort objects. With support, all children gather real-life information and produce simple pictograms to display their findings. Children across first level gather information and produce simple graphs and charts. The majority of children use tally marks to record amounts correctly. Children working across first and second level have investigated ideas of uncertainty and chance and use appropriate vocabulary. By the end of second level, most children apply their information handling skills across other curricular areas and using digital technology. Most analyse the information and draw simple conclusions.

## Attainment over time

- The school provided data covering four years of information on children's achievements of reading, writing, talking and listening, and numeracy and mathematics. Attainment over time in both literacy and numeracy is variable. The school has sustained higher levels of attainment in listening and talking at all levels. Across the school, between 2016 and 2018, attainment in reading increased. Over the same timescale, attainment at second level for writing and numeracy improved. Senior leaders analyse tracking information and correctly identify where interventions are required. Where they have taken steps to address areas of need, important progress has been made. The school should continue to focus on using assessment information to build on the areas of strength and target areas for development.

## Overall quality of learners' achievements

- Across St Hilary's Primary, children are benefiting from a wide range of activities. The school celebrates children's achievements through certificates, assemblies, noticeboards and through social media. Children develop teamwork skills through a number of pupil groups. Partnership with Active Schools Scotland support children in pursuing an active and healthy lifestyle. The school's work in this area has recently been recognised, in their nomination for East Kilbride's Sporting School of the Year.
- Children develop skills as responsible citizens supporting a range of local, parish and national charitable events, such as Loaves and Fishes foodbank. Children speak proudly of the funds they have raised. The fundraising pupil group develop skills in organisation and finance through their work with these events. Roles, such as House Captains, also encourage P7 children to take increasing responsibility and demonstrate good citizenship. Children in upper school are supported to apply their faith in actions at home, in the community and at school to work towards achieving the Pope Francis Faith Award.
- Children have achieved success in a wide range of local competitions, including twice winning the South Lanarkshire Council, East Kilbride area summer reading challenge. Expressive arts opportunities, such competitions and the school nativity and summer show, develop children's creativity. Almost all P7 children participated in a recent outdoor centre residential experience which encouraged independence and resilience.
- Children's participation in clubs and groups is tracked by staff. This allows well informed action to ensure all children have opportunities to achieve. As planned, the school should support children to identify and discuss the skills they are developing.

## Equity for all learners

- The school knows the children and families well and understands the socio-economic context of the local community. All staff are committed to promoting equity across learning for all children in an inclusive ethos.

- Using the school's allocation of PEF, targeted interventions in literacy, numeracy and health and wellbeing are used by staff to reduce potential barriers to learning. The school can demonstrate improvements in engagement for children supported through nurture. Senior leaders can evidence positive impact of reading and mathematics interventions through tracking and monitoring.
- The school ensures cost is not a barrier to children being able to participate in any school clubs and trips.



## Choice of QI: 2.7 Partnerships

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

- The school has developed effective partnership with parents. The parent council plays an influential role, at times working with the pupil council, for example in prioritising the use of funds. Parents appreciate the school's efforts to keep them informed and involved in children's learning, for example through occasional 'showcases', the website and a range of social media. A number of parents and friends of the school act as volunteers for initiatives such as Scotland Reads, and with the Church for liturgical celebrations and sacramental preparations.
- The school has built a strong network of purposeful partnerships, enhancing aspects of the curriculum, enriching learning and teaching and helping meet children's additional support needs. Individuals and organisations offer a range of enhancements to children's experiences. Effective examples include representatives of the emergency services working with P1 to show how they help them stay safe, learn and grow; and a local environmental improvement initiative which involves young Modern Apprentices working with children to improve the school grounds.
- The headteacher promotes the view that the school should play a central role in the life of the community and parish, encouraging collaboration and mutually beneficial partnerships. For example, children's experiences have been enhanced as a result of a local enterprise providing training for teachers. Young people from neighbouring schools work in the primary stages and nursery, bringing contributions of mutual value. Partners share the view that they feel valued and that their contributions are welcomed by the school. The headteacher recognises the important resource which strong partnerships offer to support children's learning and achievement, in times when other forms of resource are less easy to secure.
- Partners' contributions achieve a significant impact on children's experiences and achievements. Agencies and partners bring specialist skills and knowledge, for example to contribute to meeting children's additional support needs. Parents and local organisations are involved across a range of activities which enhance the curriculum. These contributions add important variety to learning and teaching, helping achieve the school's aim of ensuring a positive experience 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.