

Summarised inspection findings

Bothwell Primary School

South Lanarkshire Council

22 May 2018

1.3 Leadership of change

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's recently developed vision and values, written in full consultation with children families and staff, take full account of the social, economic and cultural context of the school and relevant national policies. There is a shared understanding of the vision for Bothwell Primary School across the school and community and the values underpin all aspects of the school's work.
- Children have identified what education at Bothwell Primary School looks like today and what it should look like in 2020. As a result, they talk confidently about being a 'SMARTER (Sensible, Mature, Ambitious, Respectful, Thoughtful, Eco-friendly, Responsible) learner', who is aspiring to be a 'smarter leader'. Staff know the school's context well and are committed to improving the life chances of all children and enabling them to have high expectations of themselves.
- The headteacher has been in post for four years and knows the school well. She has developed a shared vision for change taking account of the school's context. Continuous improvement is evidence based and linked to effective school self-evaluation resulting in, for example, relevant experiences in outdoor learning, active maths and spelling. In taking this approach forward, she should now consider how partners could contribute more fully to self-evaluation and improvement. Her strategic planning is focused on raising attainment for all and closing the gap in attainment for those children who are facing social, economic or cultural barriers to their learning. Together with senior leaders, she provides effective leadership, which is valued by stakeholders. As a result, staff are an enthusiastic and supportive team who show a clear commitment to continuous improvement.
- The priorities for improvement identified within the school's improvement plan this session are based on a range of self-evaluation activities, and focused clearly on raising attainment and improving learning experiences. The rationale for the use of the Pupil Equity Fund is linked to the school's improvement agenda for equity for all. Teachers have opportunities to lead school improvement priorities. For example, they are working together to improve attainment in literacy and numeracy, develop strategies for children to use higher order thinking skills, review the school's approaches to religious and moral education (RME) and develop further parental engagement and family learning. These initiatives are beginning to show positive signs of impact on children's learning. There is now scope to develop a curriculum rationale for Bothwell Primary School, and in doing so review the curriculum to ensure greater consistency and progression across all stages.
- Senior leaders have effective systems in place to monitor and track the impact on learners of improvements made. The school has a quality assurance monitoring and tracking calendar,

which is well managed. The time is now right for this calendar to include a focused review of the quality and consistency of children's learning across the school.

- Peer observations, demonstration lessons and team teaching are helping to increase teacher confidence. Senior leaders complete lesson observations and offer feedback about teaching strategies. A recent focus on the quality of teaching strategies such as assessment is for learning, higher order questioning, and active maths and spelling is beginning to lead to increased consistency of teaching approaches across the school. As a result, most teachers are now able to support children to understand what they are learning and what they need to do next.
- All staff understand the need to develop their professional standards through a clear on-going commitment to General Teaching Council for Scotland (GTCS) policy and implementation. The Professional Review and Development (PRD) process is used well to ensure staff have clear objectives for on-going improvement throughout the year. Career-long professional learning provides teachers with opportunities to extend their knowledge of effective learning and teaching. They share creative ideas to improve learning experiences in different contexts for children. As a result, almost all children enjoy and are motivated in their learning. Teachers are beginning to benefit from professional enquiry, however it is too early to demonstrate outcomes for children.
- The school provides children with a range of leadership roles. Children take on roles such as House Captains, Junior Road Safety Officers, COOL Officers, Reading Buddies, which build their confidence and self-esteem. In classrooms, they are library and jotter monitors, they gather lunch orders for the kitchen and are responsible for leading groups of learners. The school should track these leadership opportunities to ensure no child is missing out. An effective pupil council provides children with a strong voice in shaping the direction of the school. For example, children have identified and lead new lunchtime and afternoon clubs, which is inspiring other children to be ambitious and creative in their thinking. As a result, an extensive range of clubs is offered across the school such as guitar, animation, zumba, and arts and crafts. Children are active participants with the headteacher and staff members in learning walks to inform school self-evaluation. This provides meaningful opportunities for children to be involved in reviewing school improvement priorities. There is now scope to involve all stakeholders in this process.
- Parents are consulted and encouraged to contribute to learning through a variety of well-arranged opportunities. They support learners, for example, in library club and in football. Parents are consulted about the development of school improvement through questionnaires' and surveys. There is now scope for parents to be involved in both self-evaluation and school improvement development. An active Parent Council raises funds to provide the school with valuable resources.
- A range of positive partnerships including those with a local biscuit maker, a gas company and supermarket is helping to raise children's awareness of possible future career choices. A recent project, 'Bonjour Bothwell', saw children and their families visiting local businesses to share greetings in French and spotting written French posters in shop windows. The time is right for the school to both plan more effectively with existing partners, and widen its partner group to raise awareness of and develop children's skills for learning, life and work to prepare them for success beyond school.
- Equity is promoted through the teachers knowing families' needs, working with, and supporting parents. Staff are developing parental partnerships to support improvement for all. Learners with additional needs receive focused support in numeracy, literacy and pastoral care. Staff

understand the need to study the assessment information for every child regularly to support these learners to improve. Social justice is promoted through a very wide range of activities linked to the school's ethos. Senior leaders and almost all staff promote and support creativity and innovation daily in their classrooms developing children's critical thinking well.

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

- The school has a positive ethos for learning. There is a strong commitment to children's rights and the school is in the process of gaining a UNICEF Rights Respecting School (RRS), level 1 award. This work is contributing to the development of a positive culture and ethos across the school. During class visits, almost all children were on task and willing to contribute to lessons. Overall, most learners are able to interact effectively in pairs or small groups. Most staff provide children with the opportunity to discuss their learning with each other. Very positive examples of children using the language of learning were observed in the early stages. Outdoor learning is developing well and supports children to engage in their learning. The school should now ensure that outdoor learning opportunities focus upon the delivery of a manageable number of Experiences and Outcomes ensuring progression for all children.
- Snapshot jotters recording children's progress and the range of teaching approaches are shared each term with parents. Teachers should ensure that comments better inform children of their next steps in learning and that this is applied consistently across the school. Children's views are sought through a range of planned activities, including the pupil council, questionnaires and through a variety of committees. Most children say that the school listens to their views and takes them into account. There is scope to involve children more in evaluating and commenting upon their classwork. A few children report that they do not feel other pupils treat them fairly or with respect. We discussed this with the school and they have taken steps to address this issue.
- Overall, the quality of teaching is good. In a few classes, it is very good. In these classes, the pace of learning is brisk and children are very clear of how to be successful. Well-planned differentiation, as well as high expectations of learners is also a strong feature in these classes.
- Staff know their children very well and have achieved an inclusive and supportive learning environment founded on their strong values and focus on school and self-improvement. Most staff manage classes well and use a range of positive strategies to support the wide range of learners' needs. In almost all lessons, teachers consistently share the purpose of learning with children and provide helpful feedback through effective use of praise. In a few examples, younger children working at the early level helped to co-construct success criteria to support them in their writing tasks. Building on this, staff should now consider ways to increase children's leadership of their own learning.
- Most lessons observed, are well organised and the content of activities relevant for learners. In most classes, varied teaching approaches are used well including active learning, differentiated group tasks and the use of specific challenges. The school has worked on developing higher order thinking skills during lessons but should ensure that this work is applied more consistently across the school.

- The school uses digital learning to enhance children's learning experiences. The school provides access to the ICT suite for all classes and a number of tablets are also available for classroom use. Children are given the opportunity to produce graphics, code, investigate internet safety and access games based learning activities. These digital learning activities provide opportunities for children to learn in challenging and unfamiliar contexts. The school should ensure that digital technology is used effectively and consistently to develop digital skills in a clear and progressive manner.
- A variety of formative and summative assessment approaches are employed to provide children with the opportunity to demonstrate their knowledge and understanding. In addition, the school uses a variety of assessment information to provide summative assessment of children achieving a level. Staff should develop consistency in using assessment data when planning the next steps for learning and teaching. The school is at the early stages of developing a shared understanding of benchmarks across all curricular areas. Further development in this area will help to improve teachers' professional judgement of achievement of a level and also assist in identifying next steps in learning. This, alongside a more holistic approach to assessment, will support teachers better in ensuring their professional judgement of progress, attainment and achievement is robust.
- Moderation is completed with stage partners to improve the shared understanding of standards. Teachers are engaging in more regular dialogue in the school, as well as with colleagues from neighbouring schools. Continued moderation activities should help the school to develop consistent expectations and support professional judgements. Writing and numeracy moderation jotters have been introduced to help staff build up a more holistic picture of children's progress. Numeracy is still at an early stage of development. Staff should continue to plan ways for children to demonstrate their learning in new and unfamiliar contexts. Staff have introduced new ways for children to identify their own targets in learning. This allows children to set more meaningful targets. As this develops, it will be important that children are supported to review their own progress in achieving targets. There is potential to link this work to the snapshot jotters to create a more visual and accessible record of children's progress. Children could take on more ownership of these and help document their progress across their learning.
- The leadership team track children's progress through termly reviews which include, discussions on children's attainment and any specific issues relating to children's wellbeing and development. On-going informal discussions also take place. Staff use these discussions and their own professional judgement to plan learning and interventions. They are becoming increasingly confident in using key information to support improvement, for example, developing new approaches to teaching spelling. While the school is clearly improving its procedures for planning, tracking and monitoring individual children's learning and progress, it recognises that it needs to develop further these approaches across the curriculum and the four contexts for learning.

2.2 Curriculum: Learning and development pathways

- The school has learning pathways for literacy, numeracy and health and wellbeing. These pathways are based on the experiences and outcomes of Curriculum for Excellence. Staff use the pathways to plan progressive learning experiences for children which build on their prior learning. There is a clear pathway in place for science which supports the development of science knowledge and skills. Staff use the South Lanarkshire planners to ensure progression in French language learning. As recognised by staff, these pathways should take account of the benchmarks in each curricular area. This will support teachers to develop a shared understanding of standards and expectations across all curriculum areas and help inform achievement of a level.
- A new planning format for interdisciplinary learning is currently being introduced which supports coverage of experiences and outcomes for social studies. As recognised by the school, there is a need to review the curriculum, working with all stakeholders to develop a clear curriculum rationale, which is agreed and shared by all. The school should reflect on the unique context and community of Bothwell in designing their curriculum.
- The school has an effective range of partnerships and opportunities to enrich the curriculum. Examples include local businesses, the Historical Society, Brighter Bothwell and Bothwell Library. These experiences should now be further integrated and embedded into the curriculum. Well-planned focus weeks have impacted positively on raising children's awareness of the wider world of work and healthier life styles.
- Good use is made of the local and school context to enhance the curriculum. This includes Bothwell Castle, David Livingstone Centre and the Bothwell Community Garden. Planning takes place with a variety of partners such as Uddingston Grammar and Bothwell Parish Church, which enriches the children's learning in different areas of the curriculum. The school should continue to expand these experiences.

2.7 Partnerships : Impact on learners – parental engagement

- This aspect of the work of the school is noted as a feature of the school's chosen QI, Family 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. 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

- Across the school, staff demonstrate a strong commitment to improving the wellbeing outcomes for all children. It is clearly evident that staff know the individual circumstances and needs of all children and strive to ensure the best possible outcomes for them. Getting it right for every child (GIRFEC) is a key driver of the work of the school. As a result, children can articulate how the school keeps them safe and healthy. Staff take good account of any particular issues which may be having a significant impact on children's wellbeing, for example, the risks associated with using social media and take prompt action to address these. Commendably, good partnership working is used to support any interventions or the delivery of programmes. Children are familiar with the language of the wellbeing indicators and explore these in detail in assemblies and as part of the school's health and wellbeing programme. Appropriate and pertinent links are made with children's understanding of The United Nations Convention on the Rights of the Child. The school values, which are understood by all, also reflect the school's commitment to improving outcomes for children.
- There is a strong sense of community across the school. The senior management team lead by example and help to create a respectful and supportive climate for children and staff. Relationships across the school community are very positive. Almost all children report that they are happy and feel safe in school. They value the opportunities they have to share ideas and views in different ways, for example, in identifying new after school clubs. Children are able to identify a specific adult they can speak to if they are upset or worried. We observed good examples of positive behaviour strategies being used in most classes. We shared other examples of good practice in promoting positive behaviour with staff.
- The school has very good procedures for identifying and supporting children who may require additional support with learning, led very effectively by the depute headteacher. The school has devised a staged intervention model which is used to support children to make the best possible progress. The depute maintains meticulous records to ensure learners' progress is carefully documented and monitored. The depute and staff record significant information to provide a clear picture of each child's needs which are used to inform future interventions and support. The support for learning teacher supports this area of the school's work very well. Well-considered use of her time and skills ensures maximum impact. As appropriate, children have additional support plans which are shared with all relevant staff. Staff ensure that parents are fully involved throughout the staged intervention process and parents have a clear understanding of the interventions and strategies being used, the individual targets set and children's progress through these targets. Strong partnership working also helps to support children who may require additional support with learning.
- The school has recently established a nurture space to support a group of learners. Staff have undertaken appropriate professional learning and have visited other schools to support this. This is still at an early stage of development. However, staff report that there are early

indications that this is having a positive impact on learners. As recognised by staff, this new development should be kept under close review to ensure maximum impact.

- The school complies with statutory requirements and codes of practice. Staff are regularly updated on statutory duties through on-going well considered, regular professional learning. They implement rigorously the local authority guidelines on procedures for dealing with, for example, attendance.
- Overall, the curriculum provides children with good opportunities to learn about equalities and diversity. Much of this is done through assemblies, RRS and as part of the RME programme. The need to review and refresh the school's RME programme has been recognised and forms part of this year's improvement plan.
- Children in collaboration with staff and parents have helped to improve the outdoor area. New resources have been purchased and new areas have been set up to promote positive relationships and wellbeing. The 'COOL Officers' help to support children in the playground to feel safe and make friends.
- Staff take positive steps to ensure all children feel included in the life of the school. For a few children with additional support needs, bespoke approaches are employed to ensure they can participate in the same activities as their peers, such as physical education and residential experiences. At the request of a few children, medical specialists are invited to the school to explain the impact of different medical conditions.

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
- equality for all learners

Attainment in literacy and numeracy

- Overall, children are making good progress in literacy and English language and in numeracy and mathematics. The quality of children's work across the school is of a variable standard.
- School leaders make effective use of a range of data from standardised assessments, and teacher judgement to analyse children's progress and improvements across the school.
- Data from 2016/17 showed that most children at P1 and P4 achieve appropriate levels in literacy and numeracy. By P7, the majority move on to secondary school having achieved appropriate levels.
- During the inspection, we observed children learning at all stages P1-P7, sampled work, interviewed staff, and engaged with individuals and groups across the school. This activity supports teachers' professional judgement across most aspects of children's learning. Predictions of children's attainment for June 2018, may be, in some cases, over-optimistic.
- The school uses a range of tracking systems and approaches to monitor children's progress. This includes regular discussions with all class teachers. There is scope for staff to look more closely at the quality of children's work, and expectations of children's work as they move through the school. Staff should ensure progression in the level of challenge provided in targets set. For example, in targets for children's writing.

Attainment in literacy and English language

Listening and Talking

- Across the school, most children listen well to instructions and lessons from their teachers. Most are polite during class activities, and are good at taking turns to respond to adults and their classmates. Most children are confident and articulate. They come to school with well-developed language and vocabulary to support their learning and development in school. They enjoy sharing their extensive experiences out of school during social chat and as appropriate during lessons. For example, children talked about their travel across the world when learning about seaside towns in Scotland. At early level, children listen well for key facts and can use the information to complete tasks well. At first level, children respond well to different types of questions and in their spoken answers demonstrate good understanding of main ideas. At second level, most children are confident in their note taking, can summarise spoken texts and use the notes to report back in their own words. The school recognises the need to further develop children's skills in listening and talking through well planned focused learning activities.

Reading

- Children access quality texts of their choice in school, at the local library and at home. The well-used school library supports the promotion of reading across the school. Children at early and first level enjoy regular opportunities to read aloud in class and are gaining confidence in skills and fluency. At first level, children make use of different strategies to decode unfamiliar words. New approaches to spelling are supporting children well to write common words accurately. Children at the middle stages of the school used texts well to design literal and inferential questions with their partner. Older children spoke with confidence about texts they had read. They can explain why they prefer different authors and genre, and particularly enjoy reading novels linked to their class topic. The school is taking steps to increase the range of texts to motivate and interest boys in their reading, particularly in non-fiction.

Writing

- Across the school, children have regular opportunities to write, often linked to the current class theme or topic. This gives the children opportunities to practise and apply their writing skills in a meaningful context. Younger children can write well about their visit to the community garden. Most can use simple punctuation well and are beginning to vary the use of words to open a sentence. At first level, children worked on improving their digital skills in using email effectively to provide a clear message using accurate grammar and punctuation. At second level, children used abstract nouns to write emotive poetry about feelings evoked in thinking about experiences of soldiers and their families in WWI. By P7, most children can write well for a range of purposes. There is scope for staff to work together to develop approaches to writing, with shared ambitious expectations for targets and standards. There is not yet consistent progress as children move through the school. The children at Bothwell Primary School have the capacity to produce work of a very high standard.

Numeracy and Mathematics

- Overall, most children are making good progress in numeracy and mathematics as they move through the school. There is capacity to ensure all children achieve more. Children have regular opportunities to practise mental agility in class. In some classes this includes opportunities to revisit aspects of mathematics including direction. Most children spoke with confidence about numeracy and mathematics topics they are currently learning. However, there are gaps in children's experiences, knowledge and skills. Staff recognise the need to ensure children have regular opportunities to revisit topics and offer children more opportunities to demonstrate and apply their learning.

Number, money and measure

- At early level, children are beginning to recognise different coins to £2.00. A few demonstrated good knowledge of coins as they engaged in the role-play shop area. At first level, children enjoyed learning place value using cubes to support their learning of tens and units. At first level, children participated in games to reinforce their learning of multiplication tables up to 10. Older children worked outdoors in estimating and measuring holes. They accurately selected tools for measurement, but were not confident in using appropriate measurement vocabulary.

Shape Position and Movement

- Across the school, children need support to improve this aspect of their learning. They are not confident talking about this aspect of mathematics. For example, older children cannot identify

features of a circle including diameter or circumference. They understand direction, but cannot use a compass as a tool for measurement.

Information Handling

- At early level, children construct simple bar graphs. By P5, children gather data and display information simply, clearly and accurately by creating bar graphs. There is scope for the school to further develop information handling skills as pupil's progress through second level. This could include drawing conclusions about the reliability of data taking into account and making effective use of technology when creating graphs. Older children are not confident to talk about information handling. As noted, learning in blocks is not ensuring children are confident across mathematical concepts. To improve attainment, children need more opportunity to engage in using data analysis and graphs.

Attainment over time

- The senior leadership team have a clear overview of attainment over time. There is not yet evidence to show on-going improvement. Senior leaders have a clear understanding of the progress of all children as they move through the school. Most children make good progress from their prior levels of attainment. However, there is scope for more children to achieve more across the curriculum.

Wider Achievement

- The school offers a wide range of after school clubs which are very popular with almost all children. The school reviews and tracks children's attendance at the clubs and can identify children who have not participated. They take action to ensure all children can participate in some way. Staff discuss the range and type of activities offered with the children and monitor attendance. Children's achievements are celebrated at assemblies, in class and in newsletters. This includes achievements out with school. Children are pleased that their success is also celebrated in presentations on show in the local library. We have discussed with staff that a next step could include working with children to help them understand and articulate the skills they are developing through their wider achievements.

Equity for all learners

- Staff are monitoring the progress of children who may face barriers to learning, including social and economic disadvantage. Staff increasingly use this information to provide appropriate intervention and support for children. The senior leadership team, and increasingly all staff members have a clear understanding of the barriers faced by children in the community, including social and economic disadvantage. The pupil equity fund has been targeted to offer children support to improve their learning and achievement. This includes a recent focus on developing a nurturing environment, and improving teachers' approaches in the classroom. The impact of these interventions should be closely monitored to ensure a clear focus on the appropriate cohort of children. It is too soon to report on impact at this time.

Setting choice of QI: Family Learning 2.5

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

- The school recognises the importance of helping parents and carers engage in their child's learning and the positive impact this can have on raising attainment. Parent meetings, Meet the Teacher events, an open door policy, Snapshot Jotters, social media and informal discussions provide regular opportunities for families to discuss their child's learning with staff. Staff also encourage parents and carers to actively engage in the life of the school, with a number of parents supporting learning in school and at after school clubs. Staff are committed to providing a variety of opportunities to equip parents with the skills and strategies to maximise the opportunities for learning at home. The school engaged in a consultation process with parents to ensure that planned family learning experiences are relevant. Family Learning workshops led by teachers, have shared teaching strategies used in school, such as Spelling Strategies and Higher Order Thinking Skills. 'How to' videos and help sheets have been created and will soon be available on the school's website to provide parents and carers with further support in understanding approaches the school uses which could be adopted to extend learning at home. The school is taking steps to increase its offer for family learning to include planned open afternoons and workshops where parents and carers and children can learn together.
- Staff have a very good understanding of the local and school community. They use this information well to support children and their families. The school works well with other agencies to provide targeted support and interventions where necessary. The school has been able to identify families that face challenges in engaging with their child's learning and provides targeted support to break down barriers for these families. As discussed, staff should now work with parents and carers to identify a universal offer of support for family learning which matches the needs and interests of the wider parent body. Staff will then be better able to identify how best to assist these areas and consider appropriate partners to support this work.

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.