

Summarised inspection findings

Todholm Primary School

Renfrewshire Council

21 May 2019

Key contextual information

Todholm Primary School is in non-denominational school situated in the town of Paisley. At the time of inspection, the roll was 418 children across 14 classes. The senior leadership team comprises the headteacher and two depute headteachers.

1.3 Leadership of change

excellent

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 highly effective headteacher, together with senior leaders and staff across the school, have created a vibrant school environment in which children and their families are encouraged and supported to learn together. Through very strong partnership working with parents, carers and other stakeholders, the school plays a central role in the local community. The school values are an important part of day-to-day practice. All staff share high expectations for children and provide a range of motivating opportunities to enable children to learn and succeed. There is a strong focus on helping children gain recognition and accreditation for their achievements. The school has participated and achieved success in many award schemes such as the Renfrewshire Summer Reading Challenge, Scottish Education Awards and Renfrewshire's Fairtrade School of the Year. Children are very proud of their successes in achieving these awards.
- The headteacher is an outstanding and visionary leader. She has led the school through a period of significant change and has improved outcomes for children and their families. She pursues opportunities for children to showcase their learning in creative and interesting contexts such as the annual Book Festival and the Todholm Tearooms. Staff are encouraged to be proactive in sharing innovative approaches with other schools in the authority and across the West Partnership Regional Improvement Collaborative. Other schools are benefitting from the strong practice and creative approaches to learning within Todholm Primary School. The headteacher has a very good understanding of the local community and the social, economic and cultural contexts of the area. She takes very good account of this when tracking children's progress and attainment and she is highly responsive to the needs of children and families.
- The headteacher is very well supported by the effective senior leadership team. The depute head teachers are highly committed to leading and improving change across the school. They lead very well on specific areas of their work and support staff across the school to develop leadership skills. They model high standards of professionalism in their teaching and interactions with children and their families.
- Parents and carers are very positive about the work of the school. Opportunities for families to learn together are an important key strength of the school. The headteacher and staff have created an ethos in which families are encouraged and supported to learn alongside their children. Wider family members such as grandparents are recognised as important partners in children's learning and are involved in activities such as Reading Grans. Staff create a range of

activities for parents to learn alongside their children such as the Mini Mathematicians and the Reading Café. The school's work to improve family learning and parental engagement is having a significant positive impact on how parents understand and support their child's learning. The school is monitoring the impact of initiatives such as the Bedtime Story Club. This has resulted in an increase in reading for pleasure and library membership.

- The school has been awarded approximately £80,000 in Pupil Equity Funding (PEF) for the period 17/18. Staff and parents were appropriately consulted to determine how this funding could be best used to raise attainment and improve outcomes for children. The school provided evidence as to how this funding is impacting in areas such as improved attainment in reading and better levels of attendance and timekeeping. They should now continue with their plans to monitor the impact of funding on raising attainment.
- Staff use information about the work of the school and national guidance very well to identify areas for improvement. The school improvement plan details appropriate priorities for improvement that are impacting positively on pupils and their families. For example, children at the senior stages have improved opportunities to learn to play musical instruments as a result of feedback from their views about the curriculum. Quality assurance activities are an integral feature of self-evaluation. The senior leadership team has identified a wide range of activities and documentation that are routinely monitored and reviewed in order to provide information about the work of the school.
- Distributed leadership is a very positive feature of the school. Almost all staff lead on improvement priorities and additional activities that contribute to creating a rich and motivating learning environment. Children benefit from a range of activities such as Saturday Superskills, samba, choir, drama and STEM activities as a result of the highly committed staff who are keen to use their skills to provide children with a broad range of opportunities. Staff are keen to improve their knowledge and understanding of key issues related to national priorities. They have participated in professional learning activities related to improving attainment in literacy and numeracy and using national benchmarks. As a result, there are significant improvements in children's engagement and attainment in areas such as reading and numeracy. Staff proactively seek opportunities to develop knowledge and skills to enable them to enhance learning opportunities for children.
- Children across the school make important contributions to the life and work of the school. Their views are valued and staff act on the suggestions that children make. They are consulted on a range of aspects of their learning such as contexts for learning, the design of the curriculum and wider school improvements. As a result, children are confident, articulate and very proud of their school. All children participate in groups such as the Pupil Improvement Group, the Malawi Partnership Group and the How Good is OUR School group. Children talk about the importance of their involvement in these groups and how their contributions have resulted in improvements.
- The senior leadership team and staff work very well with a wide range of partners. Partnership working with organisations such as the Chamber of Commerce, the University of the West of Scotland and Renfrewshire Social Enterprise is used very well to support children's learning and to provide children with enjoyable and challenging learning experiences in a range of different contexts.

2.3 Learning, teaching and assessment

very 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

- Children experience relationships that are positive, respectful and reflect a commitment to placing children's rights at the heart of the school. All staff and children contribute to the school's warm, welcoming ethos. Refreshed values of friendship, respect, aspiration, community and kindness are becoming embedded into daily life and underpin all aspects of the school's work. Children are proud of their school and its many achievements. All staff are committed to securing the best outcomes for all children and families and give generously of their time. As a result, children are well supported, valued and encouraged to aim high, both in and out of school.
- Learning is planned for beyond the classroom with children regularly taking their learning outdoors and into the local community. Focused events and themed weeks such as the Book Festival, Maths Week and the Careers Fair enhance children's learning experiences and extend their range of skills. Sustainability is explored through pupil groups and class topics and encourages all children to consider themselves as global citizens. An example of this is children learning about the damage plastic causes in oceans and what they can do to reduce pollution. Senior pupils have an opportunity to lead the Todholm Tearooms and classes take it in turn to bake and provide entertainment. This has become a regular community event, bringing parents, families and wider community members into the school. Experiences such as these provide opportunities for children to be successful, confident and responsible.
- Almost all classrooms provide a calm and purposeful climate for learning where expectations and aspirations are high. Almost all children are keen to embrace challenge and talk positively about trying a range of strategies in their learning. They describe confidently how they can learn from mistakes. A whole school approach has been implemented to support social and emotional aspects of the health and wellbeing programme, alongside work to promote positive mindsets. This has improved children's self-esteem, resilience and perseverance resulting in learners who are motivated, engaged and enjoy their learning.
- Learning and teaching is underpinned by positive, nurturing relationships. Staff know children's strengths and needs very well and in almost all classes use this effectively to plan appropriate learning experiences. Children are involved in planning learning across the curriculum, for example in relation to the focus of class topics. In most classes, the purpose of learning is shared with children and a range of assessment strategies are used very well across the school. Where feedback is focused on improving learning, children find it helpful in supporting their ongoing progress. It would be beneficial for staff to review their assessment strategies to support consistency across the school on how children reflect on their strengths and next steps and talk about themselves as learners.
- Digital technology is used effectively across the school to support and enhance learning. Children have opportunities to develop a wide range of digital skills such as using tablets to

create videos and blogs. Digital technology is available for children in all classes and there are opportunities in almost all classes for learners to exercise choice about using technology. The pupil group of digital leaders support developments in learning about and through technology. The school was recently successful in achieving a Digital Schools in Scotland award.

- Class teachers have undertaken professional learning and lead the development of approaches to play based learning in P1. This has resulted in a highly motivating learning environment which promotes curiosity, creativity and exploration and better reflects children's nursery experience. This supports transition and consistency across early level. Children exercise choice, engage independently in a range of well-planned activities and have opportunities to lead their own learning. Staff should continue to build on the current level of collaboration between nursery and P1 to support ongoing progress in learning.
- All staff model themselves as learners and are keen to take an evidence-based approach to improving their practice. The headteacher has created a culture of professional learning. Recent developments supported by local authority officers have improved approaches to teaching literacy and numeracy across the school. Staff work well together and teachers plan collaboratively with their stage partners. We have discussed with senior leaders how opportunities to plan across a level, for example P2-P4, could support further the planning of progressive curricular pathways.
- Following moderation sessions at both cluster and cross-authority level, staff have a very good understanding of planning for assessment and how to make effective use of National Benchmarks. Teachers use a variety of assessment approaches, including a range of standardised tests. The school would now benefit from a clear policy statement on how progress and achievement is assessed, outlining the range of approaches in place and how these are used across the stages.
- The senior leadership team (SLT) regularly monitors learning and teaching in the school. As part of regular learning conversations, the SLT observes learning in all classes. This facilitates dialogue between class teachers and each child about their learning and health and wellbeing. Professional dialogue provides an opportunity for detailed discussion of all learners and their progress. This, in addition to regular tracking and achievement meetings between the SLT and teachers, enables the identification of children and groups who require additional support or greater challenge in their learning. There is a clear focus on raising attainment and improving outcomes for all learners. Dialogue with class teachers is rigorous and robust. Agreed interventions are reviewed and evaluated. The headteacher is relentless in pursuing the best possible experiences and opportunities for children and families. She has instilled in all staff a shared drive to remove perceived barriers to learning and achievement, ensuring the best outcomes for every child.

2.2 Curriculum: Learning pathways

- Staff use the Renfrewshire progression pathways in literacy and numeracy very well to ensure children attain as highly as possible. Children have very good opportunities to contribute to decisions about what they are learning. As a result, they are developing skills and knowledge about important global issues. Staff recognise the need to develop progressive and relevant curriculum pathways across social studies whilst retaining the strong focus on children's interests.
- Children learn within a wide range of relevant and enjoyable contexts. Children learn alongside senior members of the community through planned intergenerational activities. The development of learning in science, technology, engineering and mathematics (STEM) subjects has created opportunities for children to link learning across curriculum areas. Staff should continue to develop approaches to interdisciplinary learning and refresh the curriculum rationale to reflect the context of the school. As they continue to develop the curriculum, staff should expand opportunities for outdoor learning across all stages.
- Children are developing a very good understanding of their emotional wellbeing through the promotion of alternative thinking strategies. This is enabling children to understand their feelings, emotions and how to deal with issues that may affect their mental health.
- Children benefit from opportunities to learn about a range of careers and professions through the annual career fair and ongoing learning related to Developing the Young Workforce. Children can talk about a wide range of careers that they feel are achievable. Staff should now help children gain a better understanding of skills for learning, life and work.
- Children are developing a range of skills using digital technology. Through a progressive curriculum programme, children are developing skills through discrete teaching and learning. In addition, they are using a range of software and technology across their learning. Children are supporting other children, parents and families through their role as digital leaders in the digital café.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are very positive about how the school communicates with them. Through social media, newsletters and an on-line communication tool, parents are informed of their child's learning, homework, and the work of the school. Parents report that these systems of communication have helped them to support their child's homework. Parents also appreciate the efforts made by staff who regularly share achievements and celebrate success. Overall, parents feel that the school creates a very welcoming learning environment which is helping them support their child's learning in school and at home.
- Parents are actively engaged and involved in the work of the school. For example, some parents work in classes as parent-helpers, assist with trips, help to run extra-curricular events such as the school choir, and give their time and expertise during careers and curriculum events. Such involvement is welcomed by both teachers and parents and is enabling the children to access the wealth of experience and enthusiasm of the parent body.
- Almost all parents feel that they are encouraged to be involved in the work of the parent council. Through presentations at induction events and parents' evenings and through the use of social media, the parent council is pro-active in communicating its work to support the school. The parent council organises a variety of community events to help raise funds for the school. Events such as the Christmas fair and the family fun day are helping to generate a strong sense of community in the school. Children are also involved in the work of the parent council. For example, children approach the parent council with school improvement ideas and request funding. This is helping children to understand the role of the parent council and to take greater ownership of the direction of their school.
- Reports to parents offer a description of each child's strengths and areas for development. Parents appreciate the level of detail offered and feel that parents' evenings are valuable for discussing their child's progress. As well as parents' evenings, parents appreciate the school's open-door policy which provides opportunities for parents to discuss their child's progress throughout the year. Almost all parents feel that they have a good understanding of their child's learning and progress from year to year.
- Almost all parents report that the school gives them advice to support their child's learning at home. For example, through workshops on reading and the school's 'Reading at Home' booklets, parents report that they feel much more positive about their ability to develop their child's reading. As a result, parents report that their child's reading confidence is increasing.

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

- The headteacher and all staff demonstrate a strong commitment to ensuring that positive, nurturing relationships are a key feature across the community of Todholm Primary School. Almost all children feel safe and know they are cared for and valued. Children understand that everyone is respectful of one another. They know that as a result, behaviour in the school is of a high standard. Children thoroughly enjoy coming to school and are very proud of their school community. Children have the confidence to speak to adults in school if they are upset or worried. They trust that they will be listened to and helped.
- Children speak very knowledgeably about the school's approaches to supporting their wellbeing, particularly in relation to understanding how to regulate their feelings. They have a very good understanding of their feelings and how to respond and react appropriately. As a result, they recognise improvements in their ability to manage situations which previously may have led to upset or conflict. This has also enhanced the quality of relationships and standards of behaviour across the school, particularly in the playground. Children see how this approach links to their school's values, rights-based education and the wellbeing indicators. Children say that there are almost no incidents of bullying. They are aware of the dangers of cyber bullying and the importance of keeping safe online.
- Across the school, children are active. They take part in inter-school sports competitions and some elite sporting activities. The school has achieved the Silver Sports Scotland Award and is working towards the Gold Award. Children take part in and enjoy a range of physical activity and sport activities, in addition to two hours physical education. There is an extensive range of wider achievement opportunities for all age groups in sport and other areas, often in response to suggestions from children. There are high levels of participation and all children are actively encouraged and supported to become involved.
- Children describe a range of ways they feel included and involved in school life. Opportunities for children of all ages to be fully involved in influencing school improvements have been extended this session. All children are part of a pupil participation group. As a result, they value their position to influence decisions and contribute to improving aspects of school life. Children feel they and their views are highly valued. Recently, the Pupil Improvement Group has been responsible for organising new playground benches with the support of the Parent Council.
- Children recognise the wide range of learning in health and wellbeing. They talk in an informed way about learning experiences including first aid, road safety, substance misuse, relationships, food and nutrition. They speak animatedly about food and health education which they understand is an important part of their learning within health and wellbeing. Growing their own produce helps them to value food, understand where it comes from and the part it plays in their lives. Children have valuable opportunities to make links with their learning through the focus placed on Fairtrade. The school has recently achieved the FairAchiever Fairtrade Award.

Children have a sound understanding of how fortunate they are compared to children in other parts of the world. They speak very positively about regular practical cooking sessions such as their opportunities to learn cooking skills in West College Scotland. These opportunities are helping them to understand the principles of nutrition and a balanced diet.

- Staff recently reviewed the health and wellbeing curriculum which resulted in a comprehensive overview of themes to be covered across the school. By working within and across levels staff should ensure clear, planned progression of skill development. The use of national benchmarks will allow staff to track more accurately the children's progress in health and wellbeing.
- Senior leaders create time for class teachers to have termly individual conversations with all children, with a focus on wellbeing and progress in learning. As a result, children are progressively more reflective and becoming increasingly skilled in articulating their sense of wellbeing. During these conversations, children measure their progress in health and wellbeing against the wellbeing indicators. This is helping them to see the relevance of the indicators to their individual wellbeing. Children's involvement in identifying wellbeing issues during their learning conversation allows teachers to gather valuable information to be shared with the appropriate senior leader. Staff then use this information very effectively to consider the appropriate intervention to address issues. This is a very important aspect of the school's approach to reducing barriers to learning.
- Senior leaders are fully aware of their roles in relation to statutory duties. There are clear procedures in place to identify any barriers to learning which individual children may face. Children who require additional support have effective wellbeing plans in place. The additional support needs coordinator recognises that there is scope for children to be more fully involved in the creation of targets. Children's progress would be further enhanced by engaging them more routinely in reflecting on what they need to achieve. A range of high quality targeted supports is in place. Staff, including classroom assistants and additional support needs assistants are trained to deliver these supports and do so very effectively.
- The school clearly values diversity and challenges discrimination. Children learn about a wide range of different religions through assemblies and religious and moral education. They can describe learning about other religions and the significance of foods and festivals. Almost all are able to talk knowledgeably about their understanding of other's beliefs. This knowledge is a contributory factor to minimising incidents of bullying and prejudice. Gender equality is promoted through the school's work on Developing the Young Workforce and STEM.
- The main duties under the Health and Nutrition Act to promote the school meal service, ensure anonymity for those entitled to a free school meal and ensure access to free drinking water throughout the day, are being met. The food and drink standards which apply at lunchtimes are not fully met. The nutritional analysis of the lunchtime menu shows that almost all standards are being met. The average amount of energy provided is below but within 10% of the relevant standard in three of four weeks.

3.2 Raising attainment and achievement

very 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

Overall attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good across the school. Raising attainment in literacy has been a priority in the school development plan. Intensive intervention in partnership with local authority groups and Strathclyde University has had a measurable impact on the literacy skills of most children. Most children attain levels in literacy and numeracy that are above the national average and all children make progress from prior levels of attainment. Children who require support to progress their learning are identified through ongoing assessment and appropriate interventions are put in place. The school should continue to develop assessment opportunities for children to apply their learning to new, unfamiliar and real-life contexts.
- Attainment data provided by the school is based on a range of standardised assessments combined with teachers' professional judgement. This is supported by moderation activity and ongoing professional dialogue with members of the senior leadership team and the Challenge Leader of Learning. Robust conversations during tracking and achievement meetings, enable class teachers to develop confidence in making judgements of progress towards, and achievement of, Curriculum for Excellence Levels.
- Children's attainment is tracked and monitored very effectively and benchmarked against local and national standards. Most children are achieving appropriate Curriculum for Excellence levels in both literacy and numeracy and a few are exceeding these. From the data provided by the school, most children are on track to achieve appropriate levels this session with evidence that planned interventions have had a positive impact on progress and achievement for identified groups of learners.

Reading

- The school's very detailed tracking shows an increase in the attainment of reading across the school. A culture of promoting the love of reading permeates the school with 96% of children using the library. The mobile library visits the school every two weeks and families can borrow books and take part in activities. Each year the school hosts an annual Book Festival for the local community to celebrate reading. Guest readers, celebrities and parents read and talk about books. Children display and discuss their favourite books and authors. Parents and children are very enthusiastic about reading.
- Across the school most children read with fluency and understanding appropriate to their working level. They readily identify different genres and author styles. They identify main characters and events. Children at first and second level have opportunities to predict outcomes of stories. Children at the early level use their knowledge of sounds, letters and rhyming patterns to decode and read simple texts. They practise their skills through engaging in structured play based activities. Most children on track to attain first level are gaining

confidence in developing a range of strategies to decode such as reading to the end of the sentence and breaking words into syllables. Children undertake personal research in non-fiction texts to find information and explain texts in their own words. They are developing skills in discerning when text is written to influence their thinking such as in marketing and advertising.

Writing

- There are many opportunities for children across the school to develop skills in writing in all curriculum areas. A range of writing from research is displayed in classrooms and corridors. In their study of Tsunami Disasters, upper school children produced well written and illustrated leaflets on 'Surviving a Tsunami'. Their descriptive writing on the feelings of those witnessing earthquakes are reflective and thoughtful. Reports are written in science with appropriate vocabulary being used. Pieces of extended writing by children at first and second level demonstrate redrafting skills, appropriate punctuation and sentence structure. At early and first level, children can use appropriate vocabulary to enhance and extend sentences and to explain their feelings. There are good examples of reflective formative assessment in some areas of the school but it is not yet consistent. The school has plans in place to revisit their assessment policy to ensure this good practice is embedded across the school.

Listening and talking

- Music and stories are used in early level classes to demonstrate patterns and sounds. Phonics are sung with repetition to reinforce learning. As children develop listening and talking skills, they are encouraged to react to more challenging audio and video stimuli. They identify common strands in discussions and are encouraged to question current issues from news programmes. Most children listen to others and respond to questions appropriately. They are developing skills in distinguishing fact from fiction when listening to debate. In some observed lessons, children were exchanging information and summarising the main findings of their research. Other children were preparing to debate. Almost all children communicate confidently with adults and other children in a clear expressive manner.

Attainment in numeracy and mathematics

- A whole school focus, and professional learning, on evidence-based approaches to pedagogy within numeracy and mathematics, is having a positive impact. Children demonstrate increased confidence, improved mental agility and can talk about a range of strategies. A structured approach to solving word problems has been introduced for older children and they talk positively about how this supports them when approaching challenging problems.
- Support from the local authority in numeracy and mathematics coaching has helped staff with the delivery of high quality learning experiences. Both pupils and teachers report that engagement and enjoyment has improved. Children are given more opportunity to challenge themselves from the range of differentiated tasks provided.
- The school should continue to explore mathematical mindsets, promoting positive attitudes to numeracy as planned. Initiatives such as Mini Mathematicians and the school's focused Maths Week are a good opportunity to involve parents and families in their child's learning.

Number, money and measurement

- Across the school, children are developing mental agility skills through a range of approaches. They are encouraged to explore different strategies for reaching solutions. This is helping to build children's confidence in handling computations and manipulating numbers. By the end of early level, most children double numbers to a total of 10 and count forwards and backwards from 0-20. Most children compare and describe lengths, capacity and weight using everyday language. At first level, most children understand place value to 1000, and a few can write

numbers beyond this. Most children can add, subtract, multiply and divide to solve problems within the number range to 1000, also applying this to examples involving money. Almost all children identify appropriate units of measurement for a given task and most accurately make use of rulers and metre sticks to measure.

- By the end of second level, most children round numbers to the nearest 100, 1000, 10 000 and 100 000. They multiply and divide whole numbers by two digit numbers. The majority of children can calculate fractions and percentages of a given quantity and talk about the links between common fractions, decimals and percentages. Most children read and record time in both 12 hour and 24 hour notation and calculate the duration of events. They demonstrate an understanding of the benefits and risks associated with the use of debit and credit cards.

Shape, position and movement

- Most children across the school recognise and name common 2D shapes and 3D objects. As they move through the school, they describe simple properties and by P7, most children identify features such as the number of faces, edges and vertices of a 3D object. At early level, children develop the language of position and can use this correctly to describe movement and position in a range of games and activities. Across first level, children learn and use the four main compass points accurately and most correctly describe and plot points on a grid using two figure grid references. By the end of second level, most children correctly use mathematical language including acute, obtuse, straight and reflex to describe a range of angles. They have investigated where and how scale is used and can talk about how this applies to real life contexts such as maps.

Information handling

- Across all stages children collect, display and interpret data as appropriate to their stage. There are good examples evident throughout the school of these skills being applied across the curriculum such as line graphs in P7 linking to the topic on natural disasters. There is scope to provide increased opportunities for children to explore chance and uncertainty as appropriate to their stage.

Attainment over time

- Assessment data provided by the school shows that attainment in numeracy and mathematics has improved over time. As a result of tracking procedures, for individual pupils as well as groups and classes, a variety of interventions have been introduced to raise attainment. It is not yet possible to measure the impact of all of these however, there are positive initial signs in terms of increased pupil engagement and increased confidence.

Overall quality of children's achievement

- The whole school has a very positive culture of recognising and celebrating children's achievements. Senior pupils speak enthusiastically of the success of their school in gaining many awards which include Social Enterprise School Award, Fairtrade Award, Eco School Green flags, Silver Sport Award, Scottish Education Raising Attainment in Literacy Winner and Digital School Award.
- Children's individual achievement is celebrated by displays in each class and in corridors. Skills required to achieve success are highlighted. Children should be encouraged to consider the skills for learning, life and work they are developing through their achievements both in class and out of school. This will help all children to experience breadth and progression in skills across the four capacities.
- Children say they feel valued and are confident that they have a real voice in school life. They develop citizenship skills through leading school action groups such as Eco work on 'Stop Plastic

Waste'. Their links with school children in Malawi give them the opportunity to learn about other cultures and compare their lifestyles to children in Malawi. Children in the middle school have the opportunity to work with another local primary school to extend their learning in the Saturday Super Skills Club.

- 96% of children attend at least one of the many extra-curricular clubs run by the school. These include music, football, street dance, gymnastics, and basketball. Attendance at these clubs is recorded and analysed. School staff are very proactive in encouraging and supporting children to attend. The senior leadership team is very responsive to children's requests. The school recognises that it should now develop a more systematic record of children's skills development.
- P7 children have the opportunity to experience residential education at Ardmay Outdoor Centre in Arrochar. This helps to develop confidence and team building skills.
- All school staff know children and families very well. Senior leaders and the wider staff team have a clear understanding of the socio-economic background of all children, and plan appropriate interventions matched to individual needs. They articulate well the school's strategy for raising attainment. Very good use is made of a range of staff and partners to help raise the attainment of all learners, including the most vulnerable.
- Progress is tracked holistically to ensure children do not miss out on learning experiences due to finance. The data collected on progress is analysed to monitor the impact of barriers to learning for specific children. Pupil Equity Funding (PEF) has been used to fund the positive thinking programmes and to increase staffing to support learning initiatives including family working. The family inclusion teacher has worked with families to improve attendance and late-coming. The impact of this work has been very positive and is resulting in better relationships with families.
- Senior leaders and staff speak confidently about how PEF is being used to help close the attainment gap. Senior leaders evaluate PEF plans continuously and articulate successes which are having a positive impact on children's attainment and achievement.
- The staff team is making positive progress in removing and reducing barriers to learning and have worked hard over time to ensure high aspirations and equity for all.

Choice of QI: Family learning

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

- Engaging families and creating opportunities for the community to come together and learn is a key strength of Todholm Primary School. Parents value the supportive ethos created by the school staff. They feel confident discussing concerns, asking for advice and sharing ideas with staff. The school's open-door policy and use of technology to promote regular home-school dialogue is helping families engage with the school and their child's learning.
- A planned family learning programme runs throughout the year with an extensive range of activities available for pupils and parents. Teachers and community partners deliver family learning activities. The family inclusion teacher monitors attendance and feedback. Pupil participation is monitored by the school's achievement and attainment team. This monitoring is allowing the school to provide targeted support for specific pupils and families. This includes removing barriers to participation and creating opportunities for families to benefit from bespoke learning opportunities. For example, parents participating in the FAST project (Families and Schools Together-a joint initiative with Barnardo's and Todholm Primary School) spoke positively about how the project had made them feel more welcome in the school and had helped to improve their parenting skills.
- Through the Todholm Family Learning Programme, parents are gaining specific skills. For example, through a positive mindset coaching programme, a few parents were trained by an external coach to help them understand some of the benefits of using a growth mindset approach. Parents involved report that these sessions equipped them with the confidence to have learning conversations with their children. In turn, parents told us that this is having a positive impact on their children who are more engaged in their learning. Other family learning events such as anti-bullying workshops, internet safety briefings, curriculum information sessions, and sexual health and relationship talks are all helping to equip parents with knowledge and ideas to support their children. Parents report that they find these sessions to be both enjoyable and informative.
- The school's work to improve family learning is helping to generate a greater sense of community in the school. Reading Grans, for example, is a project that involves a few grandparents working with targeted pupils. As well as assisting specific children with their reading, teachers report that this additional support is helping to nurture the pupils and generate a greater sense of belonging in the school. Another example is the Todholm Tearoom, an initiative which is run in the school and is highly valued by the community. Residents and members of the local care homes attend the tearoom in the school with all classes taking turns to bake, serve, and entertain. As well as creating positive community links, this initiative is allowing children to gain valuable skills and display their values of kindness and respect for others.
- A number of the family learning activities are designed to enhance the literacy and numeracy skills of children. For example, Mini Mathematicians is a project that involves children describing to parents their approaches to solving numeracy problems. School evaluations of this club demonstrate that children are gaining greater confidence in their ability to speak about their numeracy strategies. Parents report that they are much more confident helping their children with numeracy homework. Similarly, evaluations of family learning events to increase literacy skills are beginning to show that these initiatives are leading to improvements. For example, projects such as the Bedtime Reading Club is leading to an increase in library

membership across the whole school and is increasing children's enthusiasm and engagement with reading for pleasure. Overall, this is helping to promote a culture of literacy in the school.

- The headteacher is ambitious for both children and their families to gain the best experience possible. Staff are very aware of the socio-economic context of the community and work to remove any resulting barriers to learning. Parents appreciate this high level of support which is leading to greater learning engagement by both pupils and families in the Todholm Community.
- The recent appointment of a PEF funded post is helping to ensure that family learning programmes are sustainable and are meeting the needs of the school community. The commendable work is helping the school to take advantage of the expertise of staff and the community for the benefit of children. Families value the opportunities to learn with their children. Through regular consultation, parents are able to offer ideas for new activities and regularly offer feedback to improve existing activities. Children, parents and staff are proud of the fact that their school's work to engage families in learning is receiving recognition through coverage in the local press and through nominations for awards.
- A few family learning activities, such as Heartstart, have led to parents gaining certification for their learning. Parents and staff celebrate participants' achievements at the conclusion of learning events. Staff correctly identify the need to continue to evaluate all initiatives to ensure they are investing in projects which lead to the greatest gains for children and their families. School staff shared with us their ideas to engage more parents in the delivery of family learning and, through partnership working, to pursue projects which will lead to certification for participants.

Practice worth sharing more widely

The school has in place very positive and effective approaches to family learning. Parents, carers and family members are important partners in children's learning. This collaborative ethos within the school is resulting in positive relationships across the school community and parents who have very good opportunities to be involved in what their child is learning.

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.