

# Summarised inspection findings

**St Cuthbert's Primary School**

Glasgow City Council

23 January 2024

## Key contextual information

St Cuthbert's RC Primary School (PS) is a denominational school serving the Ruchill area in the north of Glasgow. At the time of inspection, there were 150 children across seven classes. The senior leadership team comprises of a headteacher, a principal teacher and an acting principal teacher. The acting principal teacher teaches in a class two days a week. For the remaining three days, the acting principal teacher supports children as a Challenge Leader of Learning. This is funded by the Scottish Attainment Challenge. The headteacher recently returned to the school in August 2023 following an eight-year secondment. St Cuthbert's RC PS is part of the Benview Campus. Most children (80%) live in Scottish Index of Multiple deprivation deciles 1 and 2. The majority of children (72%) are in receipt of free school meals. Thirty-two percent of children are registered as having English as an additional language.

### 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

- All staff have effectively created a calm, nurturing, learning environment across all stages and in the nurture class. Staff prioritise children's wellbeing and positive relationships effectively. Almost all children feel they have someone to talk to if they need help. Almost all children are well mannered, friendly and welcoming to visitors. All staff ensure that learning experiences are underpinned by the Gospel values and the well embedded school values of respect, inclusion, achievement, kindness and faith. These are displayed throughout the school and continually referenced in classes and assemblies. Almost all children feel that the school helps them to understand and respect people. Most parents feel that staff treat children fairly and with respect.
- The school has achieved national accreditation for its work on children's rights. Children have a strong understanding of their rights as a result of this work. All staff engage with children well to ensure their voices are heard. For example, all children have been consulted on committees and after school clubs they would like to have in school. The views of children are heard and acted upon.
- Almost all children are motivated and have a positive attitude to learning. Almost all children respond well to the high expectations of behaviour set by all staff. In most classes, teachers plan and provide activities which are well matched to children's individual needs. However, in a few classes, staff need to ensure that learning is appropriately differentiated for all learners. Teachers ensure that learning experiences are meaningful and relevant. This is achieved through regular references to real-life experiences and the skills required for learning, life and work.
- All teaching and support staff work effectively together. As a team, they ensure a consistency of approaches to learning and teaching. All children benefit from the predictability this offers

them which supports them as they learn. Children are supported well during lessons by helpful literacy and numeracy wall displays. In all classes, teacher explanation and instructions are clear. Teachers effectively plan opportunities to consolidate and build on children's prior learning. This effective practice supports children well to make links across different areas of the curriculum.

- In all lessons, teachers clearly share the purpose of the lesson and identify the steps needed to be successful. As a result, most children understand what they are learning and how they can be successful. A minority of teachers effectively co-construct steps for success with the children. This supports children well to identify what will help them be successful. Senior leaders should now ensure that this practice is shared more widely to increase opportunities for all children to develop similar skills. A majority of teachers use questioning techniques effectively to extend and explore children's thinking. Staff should now ensure that approaches to highly effective questioning are consistent across the school.
- Most staff are successfully developing children's skills to become actively involved in their learning. Almost all children feel that staff help them understand the progress they are making in their learning. Across the school, children are improving their skills in setting and evaluating personal targets for literacy and numeracy. Most children engage well with effective peer and self-assessment opportunities. Almost all teachers offer helpful feedback to children to identify their next steps in learning. As a result, most children are confident in talking about their learning and are aware of how they can improve their work. Teachers are using these opportunities to develop children's independence in leading their own learning.
- Staff have engaged positively with national practice guidance to reflect on their play-based approach to learning and teaching for younger classes. Teachers at these stages use available spaces well to provide adult-led opportunities to learn through play. Teachers should provide more child-led opportunities to develop children's creativity and exploration further.
- All staff make good use of digital technology to support learning and teaching. Almost all children benefit from regular access to a variety of technology. This enhances their learning and is developing digital skills well. For example, using search engines to engage in research and technology to support their understanding of coding. Teachers provide children with relevant opportunities to learn outdoors. For example, children in P6 are working towards their John Muir award and children in younger classes visit the local shops. As a result, children are developing skills for learning, life and work. Senior leaders should now develop a pathway that captures all outdoor learning experiences in a progressive way.
- All staff use a variety of assessment approaches to inform their decisions and demonstrate progress. They reflect well on the outcome of assessment to inform their planning. Senior leaders support staff well during attainment meetings to reflect on assessment evidence gathered. These discussions are used well to plan interventions and next steps for learners. Senior leaders should continue as planned to create a clear assessment framework. This will support teachers to understand the expectations of planned assessment across all stages.
- All teachers collaborate well during regular planned moderation activity across different stages of the school. They engage enthusiastically with colleagues across the cluster, including staff from their catchment secondary school. This is facilitating a shared understanding of standards in a variety of curricular areas. Senior leaders have created a helpful calendar which demonstrates this activity well. This moderation activity is beginning to support staff to make more robust judgements on attainment. Senior leaders should continue as planned to enhance moderation activities across the learning campus.

- This session, senior leaders have evaluated and streamlined approaches to planning. All staff now engage with an online planning tool. All teachers plan effectively over the long, medium, and short term across all curricular areas. Collegiate planning between teachers supports a consistency of approaches to planning across levels. Senior leaders meet with teachers termly to discuss pupil progress and the effectiveness of teachers' planning to meet the needs of all children. Using a fact, story and action process, staff have a good understanding of children's barriers to learning and their progress. Staff use this understanding well to plan for appropriate interventions.
- Senior leaders have recently implemented an improved system to monitor and track the progress and attainment of children in literacy, numeracy and health and wellbeing. They use systems well to record current levels of attainment and to predict how well children will progress. Children with additional support needs are identified clearly during termly attainment meetings. Targeted interventions are subsequently put in place and reviewed at key periods. This allows staff to reflect on the impact of planned interventions to determine if they are improving outcomes for children. Senior leaders should develop approaches further to ensure the tracking of children's progress in all areas of the curriculum.

## 2.1 Safeguarding and child protection

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

## 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

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

### Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is good. Most children in P1, P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in literacy and English and numeracy and mathematics.
- Most children who receive additional support for their learning make good progress against their individual targets for learning. A few children are achieving nationally expected CfE levels.

### Attainment in literacy and English

- Most children make good progress from prior levels of attainment in literacy and English.

### Listening and talking

- Most children at early level enjoy listening to different texts. They should continue to develop their skills in sharing their ideas with a wider audience. A majority of children at first level ask and respond to different types of questions well. They need more consolidation in turn taking when in discussions. Most children at second level contribute a range of relevant ideas, information and opinions when engaging with others. Whilst they have skills in prediction, they need further consolidation in answering inferential questions.

### Reading

- Most children at early level use context clues to support understanding of different texts. They require further opportunities to ask and answer questions about events and ideas in a text. The majority of children at first level read fluently and understand familiar text. They need to develop greater fluency and expression when reading to others. Most children working towards second level explain preferences for particular texts and authors, providing detail to support their opinion. They should continue to develop their understanding of techniques used by the author to influence the reader.

### Writing

- Most children at early level use a capital letter and full stop to write a sentence. Teachers should provide children with further practice in ensuring spaces between words when writing. The majority of children at first level use an appropriate format to organise and present their ideas. They should develop their ability to describe thoughts and feelings in their writing. Most children at second level organise their ideas in a logical way. They share personal feelings, for example using their senses, to describe what they are experiencing. At second level, children need to vary sentence openings to engage the reader.

## Numeracy and mathematics

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

## Number, money and measure

- At early level, most children identify numbers to 10 confidently. They identify coins to the value of £2. They should now develop their understanding of measurement further. At first level, most children round numbers effectively to the nearest 10 and 100 and organise numbers to 1000. They need to revisit how to calculate change required. At second level, most children effectively calculate the order of different fractions by simplifying numbers. Most children can effectively convert times using 12- and 24-hour formats. Most children need to identify strategies to calculate time durations.

## Shape, position and movement

- Most children at early level use positional language such as behind, below and above appropriately. Most children can identify features of simple two-dimensional (2D) shapes. At first level, children recognise most 2D shapes and three-dimensional (3D) objects. They need support to identify 2D shapes within 3D objects. At second level, most children calculate the types of angles they see in shapes and patterns. They should be given opportunities to use digital technology to draw 2D shapes and 3D objects.

## Information handling

- At early level, most children match and sort items based on their differences such as shape and colour. They need to develop their awareness of language associated with displays such as pictograms. At first level, most children use tally marks appropriately and know the key features of bar graphs. At second level, most children describe a variety of ways to display data gathered such as pie charts, graphs and Venn diagrams. The majority of children use the language of probability to describe the likelihood of simple events occurring. All children should be given the opportunity to develop their skills in using technology to create simple graphs.

## Attainment over time

- Senior leaders should continue as planned to ensure their approaches to tracking attainment leads to more robust data being gathered. Teachers should continue to engage in planned moderation activity and regular discussions during attainment meetings. This will increase teacher's confidence and ensure the reliability of attainment data gathered over time.
- The newly developed School Attainment Packs and attainment meetings are beginning to support staff well to evaluate progress of children. As a result, teachers are beginning to make informed, strategic decisions around their planning and additional support children may require. Senior leaders should use the new online tracking tool to monitor attainment and progress of different groups and cohorts of learners more effectively.

## Overall quality of learners' achievements

- Staff value children's achievements both in and outside of school. Children's achievements are celebrated at assemblies, displayed on achievement boards and through positive praise and feedback from staff. These approaches are helping to build children's confidence and self-esteem.
- Children in P4-7 develop ambition and high aspirations for learning, life, and work through the Into University project led by Glasgow University. Children experience the joy of success through the graduation celebrations hosted by Glasgow University which is attended by

families. Children's understanding of sustainability and their awareness of global issues has increased through their work to achieve an Eco-Schools green flag. P7 children lead monthly Mass celebrations. This is helping them fulfil their school vision where everyone can 'learn and grow together through love and respect'.

- Teachers are at the initial stages of tracking and monitoring children's participation in wider achievement. Staff should link wider achievements to the skills children develop through these experiences. This will ensure that children gain a greater insight into the skills they are developing.

### **Equity for all learners**

- Senior leaders and staff have a good understanding of the socio-economic background of their community. They are mindful of financial barriers faced by some families and endeavour to support this. Families and children have benefitted from additional clothing, food vouchers and access to opportunities such as attending performing arts experiences.
- Pupil Equity Funding (PEF) is used well to support raising the attainment and achievement of targeted children. Additional staffing supports improved attainment for targeted groups in literacy, numeracy and health and wellbeing. The headteacher should now take forward plans to consult parents, pupils, and staff on how PEF is invested.
- Staff should continue to develop their approaches to identify the poverty related attainment gap. Senior leaders should source alternative data to support them with this. This will provide greater clarity as to how they are accelerating progress in closing the poverty related attainment gap.



## Other relevant evidence

- Children at all stages learn French. From early level onwards, they experience progressive lessons that develop their knowledge of the French language. Children in P6 and P7 also learn Spanish.
- All children receive their entitlement to two hours of physical education.
- A few children benefit from caring and predictable support offered by staff in the nurture class. All nurture staff effectively support children's wellbeing and sense of belonging.
- The school library provides children with opportunities to develop their reading for enjoyment and reading skills. Classes are timetabled to visit the library each week and children borrow books to read in class. Pupils in P4- P7 are encouraged to complete a quiz about the book they have read. This helps children to reflect on their understanding and enjoyment of texts.
- School attendance is below the national average but is higher than the local authority average and that of their comparator schools. Senior leaders should continue to build on their existing processes to monitoring attendance to promote further increased attendance.
- Children receive their entitlement to religious education. Across the school, children experience a progressive learning pathway in religious education which is linked to Gospel values. Children participate in religious observance through attending services across the school year at the local church.

## 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.