

Summarised inspection findings

David Livingstone Memorial Primary School

South Lanarkshire Council

16 May 2023

Key contextual information

David Livingstone Memorial Primary School is in the town of Blantyre, South Lanarkshire. The school has 260 children, organised into 10 classes. The headteacher has been in post since August 2016. She is supported by the equivalent of one deputy headteacher and one principal teacher. Three people share these posts. There has been a high number of staff absences in the last two years.

The majority of children live in Scottish Index of Multiple Deprivation deciles 1-3. More than a third of children are entitled to free school meals. This number has increased sharply since the COVID-19 pandemic.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- A shared school vision and values underpin firmly the life and work of the school. The whole school team sustains successfully a nurturing and inclusive ethos. Children learn and thrive in a happy, calm environment where all adults support them well. All staff and children value being respectful, responsible, caring, confident, honest, and successful. Staff continued to rely on the school's vision and values to support children's wellbeing and continuity of learning throughout the pandemic and beyond. They show these qualities clearly and consistently across David Livingstone Memorial Primary School and Nursery. The headteacher has planned a review of the vision, value and aims as part of the school's approaches to ensure continuous improvement. There is a clear plan to consult all stakeholders. This is to ensure the vision, value and aims continue to be relevant to the school and community.
- The headteacher provides clear, strategic leadership. The school community thinks highly of her and appreciates her kind and supportive approach. Other senior leaders and the whole staff team support the headteacher very well. The headteacher has established a strong staff team, with everyone working very well together. All staff are committed to sharing responsibility for continuous improvement to ensure the best outcomes for all children. The staff team continues to improve the school during significant periods of absence.
- Senior leaders and all teaching and support staff play an important part in identifying priorities for improvement through effective, evidence-based self-evaluation. This includes using How good is our school? edition 4 to identify areas for improvement. They prioritise effectively the improvements that will have the greatest impact on outcomes for children. For example, the improvements staff make to support the progress in literacy of children affected by economic challenge. All staff are clear about the school's strengths and areas for development. As a result, they identify accurately current improvement priorities.

- All staff seek feedback regularly from children, parents, and partners about many aspects of school life. For example, parents' views influenced the introduction of play-based learning. All staff value and use feedback well to shape and inform school improvements. They are all involved in evaluating progress in areas of improvement. Senior leaders together with staff at all levels, evaluate the progress of improvement priorities at specific points in the session. They have planned, protected time for professional dialogue, learning together and self-evaluation. These approaches support the headteacher to manage the pace of change very effectively and keep key priorities in focus.
- Leadership at all levels is a strength of the school. The headteacher inspires and motivates staff to prompt change. Almost all staff, including support staff, undertake leadership roles which result in improved outcomes for children. Staff feel empowered, supported, and encouraged to take forward new developments and initiatives as a team. For example, the work on developing nurturing approaches is having a positive impact on children.
- Across the school, children contribute to school improvement through developing their leadership skills on school groups such as the pupil council and eco group. They contribute regularly to the 'you said', 'we did' approach used to gather views. They talk enthusiastically about staff seeking their views and acting on them. Staff should continue to develop further opportunities for children to lead independently. Parents and partners also contribute their views about areas for improvement and help shape the delivery of the curriculum. Parents provide valuable feedback after well-attended curricular afternoons. They are delighted to be able to visit school again and learn about children's learning from their child.
- The headteacher provides staff with carefully planned individual and collective professional learning which supports improvements well. Staff speak positively about opportunities to engage in professional learning on topics such as nurture and attachment theory. Support staff value opportunities to develop their practice in delivering targeted interventions. Senior leaders encourage and give teachers opportunities to learn and share practice with colleagues within and outwith school. Being able to share practice is contributing to the increasing consistency in the quality of learning and teaching. Senior leaders should continue to make regular, focused visits to classes to ensure continuous improvement of classroom practice.
- The headteacher and staff have a very good understanding of the school's social, economic, and cultural context. They are aware of the increased challenges families are facing as a result of COVID-19 and the cost-of-living crisis. Teachers use all information effectively to identify and reduce inequalities in children's outcomes. All teachers are highly aware of the poverty related attainment gap in their class. They have a significant focus on addressing this when planning children's learning. The headteacher has a strategic plan for the Pupil Equity Fund (PEF) to target support for individuals and groups of learners. Parents and children are involved in budgeting activities which help senior leaders decide how to spend funding, to best support children. Through well-judged, shared decisions about the use of PEF, the school is successfully narrowing the poverty related attainment gap.

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

- Almost all children engage enthusiastically in learning during lessons and when working independently. They take lead roles, make choices, and have responsibility for aspects of their learning. This includes in class, as 'buddies' for younger children and through school clubs and committees. They work very well with each other, helping when needed. Almost all children respect their peers' efforts. Most children give each other positive comments and suggestions for improvement through their feedback. As identified by staff, to develop this further, staff should involve children more in identifying accurate measures of success. This allows children to continue getting to know their strengths and areas for development. Increasingly, children are developing their target-setting skills. Children, teachers, and parents review the progress against children's identified targets regularly. Children with additional support needs have a clear understanding of their targets and next steps in learning.
- Almost all children understand the purpose of their learning. Their learning is helping them to develop further their knowledge and skills in each curricular area, particularly in literacy and numeracy. In most lessons, teachers provide appropriate levels of challenge for most children. Across the school, a few children need greater challenge and a brisker pace of learning to further their progress. Most children learn very well through their involvement in interesting, and in a few classes, innovative activities and experiences which maintain their interests. Children are engaged and motivated when taking learning outdoors. Staff should provide children with more frequent opportunities to experience outdoor learning throughout the year, to enhance further their experience.
- Staff celebrate children's learning in classes and through whole school events. This includes learning which has taken place outwith the school day. Children learn how to plan and organise various events, including performances such as class assemblies and showcases. They are aware of their rights through work related to the United Nations Convention on the Rights of the Child (UNCRC). Children are also involved in a few activities where they can learn through real-life contexts linked to life and work. For example, Junior Cop where community police officers work through a progressive programme about civic responsibilities, with children.
- In almost all lessons, teachers use interesting and appropriate resources which support children's learning effectively. Almost all staff are positive role models for children. Teachers' explanations and instructions for children are clear and well-delivered. Throughout the school, teachers respond very well to children. They involve them in lessons, through for example, asking children to demonstrate and 'teach' others. Almost all teachers deliver well-planned lessons which are broken down into appropriate segments of learning which meet children's needs.

- Most teachers use questioning very well to check children’s understanding and further their learning. They should continue to develop further higher order questioning to provide more challenge. Almost all teachers give children useful feedback on their work, highlighting successes and next steps. Their lessons encourage children to be inquisitive and independent. Almost all teachers have clear expectations of how much work they expect children to cover in specific periods. They use timers effectively to keep pace and momentum, at times. Almost all teachers use digital technologies very effectively, which children respond to very well.
- The school is at an early stage of implementing a play-based approach to children’s learning. Children have opportunities to explore skills in a range of play contexts in the open area. Staff should continue to take forward their plans to embed play more fully in day-to-day learning and teaching. They should continue to take account of the national guidance Realising the Ambition: Being Me. This will support them to develop the use of spaces further and provide challenging and developmentally appropriate experiences.
- Staff have established an encouraging reading culture which is having a positive impact on children’s love of reading. Staff and children use the spacious and attractive school library highly effectively. They develop further children’s digital skills through encouraging them to use matrix barcodes to access books in the library. Children use well-resourced class libraries regularly. In addition, staff plan two visits to Blantyre Library each year for all children. Teachers involve children from P6 and P7 appropriately to help younger children with aspects of literacy. Teachers also highlight their personal choice of reading material to encourage children to read for pleasure. Teachers are reviewing and improving how they teach reading and writing. This is having a positive impact on children’s progress. Support staff help individuals and groups of children very effectively, for example when supporting literacy.
- Teachers use National Benchmarks very effectively. They use them well to support their professional judgements of children’s progress towards achieving Curriculum for Excellence (CfE) levels in literacy and numeracy. Across the school, teachers carry out a range of literacy and numeracy assessments which provide reliable information to inform their planning. Teachers carry out these assessments throughout the year, guided by a coherent assessment calendar.
- All teachers work collaboratively with colleagues from schools in the learning community to develop approaches to moderation. This effective joint working continued throughout the pandemic, using an online platform. Those teachers who have lead roles in literacy, work collegiately with staff from other schools to moderate further. Teachers are refining further their understanding of achievement of a level and making increasingly robust judgements, as a result. Literacy coordinators across the learning community are developing a resource to support and improve further approaches to moderation. This will continue to ensure accuracy and reliability when assessing achievement of a level.
- Almost all teachers plan and deliver very effective learning, focusing on CfE experiences and outcomes. They build on children’s prior learning effectively, as a result. They plan creatively and responsively to meet the needs of children well. Teachers’ planning takes account effectively of the four contexts for learning. They link planned assessments well to National Benchmarks.
- The headteacher has worked successfully with all staff to improve the range, accuracy and use of data when planning children’s learning. She encourages them to use data to inform their teaching approaches. Teachers use assessment data effectively to check children’s attainment and highlight when this varies from expected standards. They use data well to review and improve learning interventions, particularly in literacy and numeracy. Almost all teachers, together, with skilled support staff, take well-informed action to enable children to make

suitable progress in their learning. Senior leaders should now extend existing approaches to check children's progress, across all curricular areas.

2.2 Curriculum: Learning pathways

- The school has built the curriculum on the local authority's learning pathways for almost all curriculum areas. These are based on the experiences and outcomes and support teachers well to plan for progression. Children throughout the school have many opportunities to develop their skills through the ethos and life of the school as well as through their own personal achievements. This includes effective partnership working with local businesses and community partners. Partnership working is helping children develop their understanding of skills for learning, life, and work. To develop their approaches further, staff should develop a progressive skills programme that takes full account of all learning that takes place throughout the school.
- Teachers support children well at points of transition. Their planned learning moves with children to their new classes and teacher. This ensures effective continuity in learning, particularly when class structures can change each session.
- Staff provide engaging opportunities for children to use digital technologies across all areas of the curriculum. In all classes, teachers have embedded effectively the use of digital technology in their practice. They have built successfully on their enhanced use of digital technology during periods of remote learning. Children enjoy being able to choose to complete homework tasks using an online platform.
- Teachers are implementing a revised framework for health and wellbeing this session. It is providing a coherent, progressive pathway. All children receive two hours of planned, quality physical education each week. Teachers make good use of indoor and outdoor space to deliver a skills-based, progressive programme of physical education.
- All children are developing their knowledge and understanding of the French language and culture. Younger children learn to express their opinion in writing about different kinds of French food. Teachers reinforce vocabulary successfully through French songs. There now needs to be a similar focus on another language.
- The school should continue with plans to review the purpose of their curriculum to ensure it continues to reflect its unique, current context. Staff should consider the balance of teaching through interdisciplinary learning and discrete subjects. They should ensure that staff teach the specific skills of discrete subjects in a way that allows progression in learning. They should review how they are teaching subjects through interdisciplinary learning.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the school's positive, nurturing ethos. Almost all parents feel that staff know their children well, treating them fairly and with respect. Parents report that they feel comfortable seeking advice or support from the school, if required.
- Staff use effective communication methods, including social media platforms and newsletters. They provide parents with helpful information about key school events and opportunities for children and families within the local community. This strengthens community spirit and reflects the school's vision 'to support learners to thrive and achieve'.
- The Parent Council works well in partnership with the headteacher and senior leaders to support the work of the school. The headteacher consults parents appropriately on key areas of school improvement. Parents provide suggestions and feedback, across a range of areas, which inform future development work. This includes their ideas about the use of PEF. This partnership approach to PEF planning helps senior leaders provide relevant support linked to needs identified by children and families. Parents also raise valuable funds to enhance children's learning experiences.
- Literacy and numeracy open afternoons are very well attended, and parental feedback is positive. Parents comment that these events help them to develop a better understanding of teaching approaches used within school. They also help parents learn how to support their child's learning at home.

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

- Staff establish compassionate, nurturing relationships with all children. They show daily their commitment to improving and supporting all children's wellbeing. Almost all children have a good awareness of their own and others' wellbeing. They have a well-developed understanding of wellbeing indicators and discuss how these relate to their lives. All children complete questionnaires to evaluate their wellbeing in line with the principles of Getting it right for every child. Senior leaders and teachers use this information well to provide the right support. Children reflect on their wellbeing and set individual termly targets, for example in relation to making healthy eating choices. Teachers share regularly with parents, children's progress towards their targets. Professional learning undertaken by staff has a positive impact on children and the whole school community. A greater understanding of relationships and bonding between people has resulted in children receiving highly effective support when facing challenges.
- Almost all children have a good understanding of children's rights. All children have a say in shaping their learning experiences and school life. Senior leaders and teachers make relevant links to the UNCRC across learning, at assemblies and when working with partners. Older children understand how local and global issues and learning for sustainability are linked to rights. The whole school community is helping to embed a children's rights-based approach.
- Children take part regularly in sport and activity. This is an important feature of school life for children and staff. Teachers work very well in partnership with Active Schools and other partners. They ensure all children receive high-quality experiences, such as archery and coaching from local football and rugby teams. The number of children across the school involved in regular sports and physical activity outwith physical education continues to increase, as a result. It is also helping families to become more familiar with local community leisure facilities on offer. Children involved in the 'Positive Play Leader' programme explain how they work with younger children to promote wellbeing, inclusion and increase opportunities for everyone to be active.
- Staff work very well with external partners to enhance wellbeing and the health and wellbeing curriculum. They plan regular focus weeks for areas such as food and health, and mental wellbeing. Children speak enthusiastically about their experiences tasting healthy foods and taking part in activities to help them feel calm and relaxed. Effective partnership working with Youth, Family and Community Learning colleagues helps staff offer and share this learning with parents.
- Almost all children have a very good understanding of the importance of feeling safe. Teachers provide well-planned activities to support children to apply their growing knowledge and skills. For example, risk assessing activities and taking part in online safety campaigns. As a result, almost all children identify and discuss ways to keep themselves safe. Staff have

well-established approaches which support children to share and deal with worries or concerns. Almost all children feel safe in school and understand they have adults they can talk to.

- Staff and children invest fully in promoting nurturing principles and inclusion. Children understand what it means to be nurtured. Staff and children are raising awareness of nurturing approaches with the community. They delivered recently 'kindness' seeds to local residents. Staff and children take part in and promote anti-bullying events and campaigns. Teaching and support staff work very well together to provide highly effective nurture support for targeted groups of children. The principal teacher leads this well-established provision very effectively. Children demonstrate increased social skills and emotional literacy in nurture settings and in classes, as a result of attending nurture groups. Parents feel that staff support their child's needs well. Staff are now expanding this practice to a school-wide approach. They are revising approaches to promoting positive relationships further to uphold and reflect fully nurturing principles. They plan to collaborate with children and families in taking this work forward.
- Overall, senior leaders and staff meet their statutory duties for wellbeing, equality, and inclusion well, including meeting additional support needs of children. All staff contribute to the safeguarding of children and are confident with their responsibilities in relation to child protection.
- Senior leaders have well-established, effective procedures in place to identify children who require additional support. They work well with staff and families to create support plans which are strength-based and outline clear, measurable targets which support children's progress. All children who are care experienced are considered for a coordinated support plan. Children and parents are involved regularly in planning and reviewing progress. Staff work effectively in partnership with psychological services, other agencies, and specialists to support each child well to make progress in their learning.
- The headteacher monitors regularly children's attendance at school and has clear processes in place to manage individualised timetables. For a few children, low attendance levels have a negative impact on their progress in learning and attainment. Senior leaders work effectively with the Youth Family Community Learning Officer to support families. This is helping to remove barriers to attending school.
- Staff, working closely with partners, provide religious observance in line with national guidance. Senior leaders have well-established links with a range of faith partners. All children mark and celebrate a wide variety of occasions, such as Chinese New Year and Christmas, with the school community. This helps children to develop an understanding of people's faiths and beliefs.
- Staff and children learn about and promote equality, diversity and can talk about discrimination. Informative and encouraging displays around the school raise awareness of international campaigns and highlight famous people who have overcome barriers. Children's participation in 'Show Racism the Red Card' helps them to understand the importance of treating others with respect and celebrating differences. Senior leaders and staff recognise the importance of including all children in activities, experiences, and all aspects of school life.

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

Attainment in literacy and numeracy

- Children's attainment in literacy and English is very good. Children's attainment in numeracy and mathematics is good. Almost all children are on track to attain expected CfE levels in listening and talking and most in reading, writing and numeracy and mathematics. Almost all children, who have additional support needs make good progress in achieving personal targets. A few make very good progress. Children's attainment is improving as a result of the value the school adds.

Attainment in literacy and English

- Almost all children attain expected levels in listening and talking and most in reading and writing.

Listening and talking

- Children's attainment in listening and talking is very good. Children express views with enthusiasm and confidence. Most contribute very well to discussions and give considered answers to explain their thinking. They listen and respond sensitively to others' opinions. Older children develop debating skills well. Children need to continue developing their confidence when speaking aloud in front of others.

Reading

- Children's attainment and progress in reading is very good. At all levels, children enjoy reading, including for pleasure. Almost all younger children develop effective skills in reading. They use their increasing knowledge of sounds to understand different words, including unfamiliar words. At first and second levels, most children use strategies very well to read unfamiliar text. At second level, most children talk about the type of books they prefer to read and why. At second level, children use strategies effectively to help them understand difficult aspects and topics. They transfer this understanding well to other areas of learning such as children's rights, the holocaust and being different. Across the school, children need to use more expression when highlighting key aspects of texts and when reading aloud to an audience.

Writing

- Children's attainment and progress in writing is very good. At all levels, children write in different genres, including poetry, imaginative and factual pieces. They apply writing skills well across other curricular areas. At all levels, most children write at length, using grammar and punctuation appropriately to enhance their writing. At early and first level, children use adjectives and connectives well to make their writing more interesting and informative. At first level, a few children continue to improve further their writing skills to close gaps which are the result of COVID-19. By second level, most children use punctuation accurately and organise ideas logically in paragraphs. Most children use metaphors and similes well to enhance their writing. At second level, children write appropriate personal targets for improving their work. At

first and second level, children need to proofread finished work, checking spelling, punctuation, and grammar to improve accuracy and quality of finished work.

Numeracy and mathematics

- Across the school, most children achieve expected attainment levels in numeracy and mathematics.

Number, money and measure

- At early level most children read, write, and order numbers to 20 competently. They complete simple addition and subtraction calculations with accuracy. They develop their understanding of money and identify and use coins to pay for items, during play-based learning experiences. They develop a good understanding of number bonds. This helps them to complete mental calculations accurately. Children need to develop better their understanding of time. At first level, the majority of children count forwards and backwards accurately, from different starting points. They round numbers to the nearest 10, 100 and 1,000. Most children add, subtract and multiply when doing both mental and written calculations. A few are less confident with division. At second level, most children have good mental agility, completing calculations quickly and accurately. Almost all understand place value and order numbers correctly. Most children understand fractions, decimals, and percentages well. They develop important life skills and understand how to work within a budget, comparing costs and completing money calculations accurately. Children need to apply their knowledge and skills further through more real life and problem-solving contexts.

Shape, position and movement

- At early level, almost all children identify two-dimensional shapes and three-dimensional objects confidently. At first level, a few children enjoy describing the properties of shapes using the correct mathematical language. At second level, children name compass points and grid references accurately. They need to develop their skills in identifying a wider range of angles.

Information handling

- Across the school, children transfer information from tables and charts and represent it in simple graphs. Children need to develop and extend their information handling skills in meaningful contexts, including using digital technologies.

Attainment over time

- Senior leaders maintain accurate data through effective systems for checking children's progress over time. Almost all children's progress in literacy and English and in numeracy and mathematics has continued to improve over the past year. The school's data shows that children's attainment levels have returned to pre COVID-19 levels. Teachers' well-judged predictions show continued improvements for children's attainment by the end of June 2023. As senior leaders extend existing approaches to check children's progress, across all curricular areas, they will be able to better judge progress overall.

Overall quality of learner's achievements

- All staff celebrate children's successes and achievements in class, during assemblies, through school displays and on digital platforms. Across the school, children develop skills for life and learning, for example as members of the eco committee and as Junior Road Safety Officers. Older children speak enthusiastically about developing their leadership through buddying or as junior librarians. Staff work in partnership with other organisations to support children to achieve nationally recognised qualifications, such as Youth Scotland Hi-5 awards. P7 children develop independence and teamwork skills during a P7 residential trip. Staff provide regularly clubs and experiences which ensure all children attending experience success and grow in confidence. They support children to compete in local and national competitions in areas such as cross-country, mathematics and dance. Staff track children's participation in clubs and their

achievements outwith school. Senior leaders identify children who may be at risk of missing out and offer targeted experiences. Staff should now help children to recognise the attributes and skills they develop through participation in wider achievement activities. This will support children further as they set and evaluate their own targets.

Equity for all learners

- Senior leaders and staff know where and what the attainment gaps are for children affected by socio-economic circumstances compared to those who are not. The attainment of children receiving support funded by PEF, is improving. Staff's well-planned and delivered actions, remove barriers for these learners. Most of these children are on track to achieve expected levels of attainment in literacy and the majority in numeracy by June 2023, as a result. At early and second levels, the attainment gap is closing. Attainment has improved across all areas of literacy for identified children. At first level, there is a gap for children affected by their circumstances, particularly in writing, which staff are addressing effectively. In numeracy, the majority of identified children at first level are making better progress and the gap is reducing. Almost all children who have additional support needs, make suitable progress against personal targets. Senior leaders recognise that they need to continue to address school attendance to improve further the attainment of a few children.

Practice worth sharing more widely

The successful approaches that teaching and support staff take to provide highly effective nurture support for targeted groups of children.

The principal teacher leads this well-established provision very effectively. Children demonstrate increased social skills and emotional literacy in nurture settings and in classes, as a result of attending nurture groups. Their approach is being shared across the authority.

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.