

# Summarised inspection findings

**All Saints Primary School**

Inverclyde Council

5 March 2019

## Key contextual information

At the time of the inspection the school roll was 362 with 18 children attending the Communication and Language Base unit. The headteacher and senior leaders have been in post for a short period of time. They are bringing much needed stability to the staffing issues experienced by the school. The school was one of the first in the local authority targeted for additional support through Inverclyde's Scottish Attainment Challenge. In addition to this additional resourcing, the school received £195,000 funds through Pupil Equity Funding (PEF) to tackle the poverty related attainment gap. The recently appointed headteacher is addressing the continuing decline in attainment for groups of children.

### 1.3 Leadership of change

**satisfactory**

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 particular strength of the school is the leadership of the headteacher. She has a clear focus on leading change to improve outcomes for all children. Over the past 11 months, she has developed a good understanding of the needs of children and families within the school community. Staff value the direction she has provided since taking up post. They understand her vision for improving the experiences and outcomes of children and they report that the pace of change is manageable. Across the school there is a renewed sense of teamwork to drive forward improvements. Most parents feel that the school is well led and almost all responding to the pre-inspection questionnaire feel satisfied with the school.
- The headteacher prioritises positive relationships throughout the school and wider community. The calm and positive ethos, underpinned by Gospel values is evident. The school values of 'Respect, Honesty, Tolerance, Trustworthiness, Caring and Loyalty' have been in place for some time. Moving forward, the headteacher has identified the need to revisit these along with the vision and aims. Initial consultation work has been undertaken with a few groups of stakeholders. The headteacher plans to consult with a much wider range of stakeholders. This is to ensure that all members of the school community and wider parish take ownership of the values and that they represent those of the wider community. The work already undertaken on the United Nations Convention on the Rights of the Child (UNCRC) is making a positive difference.
- Through considered information sharing, the headteacher ensures that staff have a greater understanding of individual children and their families. As a result, staff report they have a clearer understanding of the barriers to learning faced by some of their children. Approaches to self-evaluation are improving and a range of intelligence and evaluation activities formulate the school improvement plan. It aligns well to national improvement priorities and identifies the development priorities for the next three years.

- The school reports a few examples where it has engaged with partners to evaluate and plan joint activities. This includes working with the local nursery and attainment challenge coaches. Senior leaders recognise that they are at the early stages of involving children and staff in monitoring and evaluating the work of the school. Effective use of quality indicators from 'How good is our school?' (4<sup>th</sup> edition) will help children and staff to reflect on what is going well and what needs to improve.
- There is scope to develop further strategic approaches to leading change within the school, including increased engagement with the Scottish Attainment Challenge opportunities provided by the local authority. For example, while there is increasing evidence of the impact of interventions there is limited joined up analysis of this at a school wide level that can help plan for further improvements. There is also an urgent need to increase the pace of change with regard to developing the curriculum, numeracy and mathematics and involving children in school improvement.
- PEF is used to improve parental engagement, teacher professionalism and the assessment of children's progress. Issues with staffing have led to inconsistent or delayed interventions from last session. The school has identified this and are working to ensure their plans for this year are successful. There is emerging evidence from work in literacy and family learning that these interventions are having a positive impact. However, there has been insufficient time to evidence measureable change.
- Staff at all levels, are increasingly committed to leading change within the school. Teachers, through their professional review process, reflect on General Teaching Council for Scotland's (GTCS) standards. A few staff have engaged in post-graduate level research projects. A strength of the school is that most staff, including those in a support role, are taking on leadership responsibilities. Although at the early stages for most staff, a few teachers share what they have learned through professional learning with colleagues. A useful next step will be to robustly evidence the impact of professional learning activities and leadership roles on outcomes for children. A range of leadership roles relating to appointments funded through PEF to close the poverty related attainment gap have not yet been maximised. As a result, interventions are not planned or monitored well enough to become embedded over time within the universal support for all children.
- Children engage in a variety of leadership opportunities including pupil council, eco group and as buddies. However, at present there are insufficient opportunities for children to be involved in leading change within the school. Senior leaders are aware of this and have plans going forward that children will take an increased role in identifying and leading on school improvement priorities.

## 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

- Children across the school are articulate, considerate and respectful. Almost all children are motivated to learn and enjoy being at All Saints Primary School. Relationships across the school are positive, caring and supportive. Almost all parents feel that staff treat their child with fairness and respect.
- Learners experiences across the school are good. While almost all children engage well in their learning, a significant number of lessons are overly teacher led with limited opportunities for children to be active in, and fully challenged in their learning. This has an adverse effect on pace of learning for individual children. Teachers now need to develop more consistent, high quality learning experiences which are effectively differentiated across all classes to meet the needs of all children.
- Staff provide positive, well organised, learning environments where children are cared for and supported in their pastoral needs very well. Most teachers provide clear instructions and explanations of tasks and activities. Children respond well to opportunities to work collaboratively and independently. In a few lessons teachers use questioning well to develop higher order thinking skills in children. There is a need to develop a wider range of teaching approaches (for example active learning, outdoor learning and cooperative learning). In doing so ensure that increased expectations lead to children learning independently and applying their skills to real life contexts.
- In order to help children understand the purpose of their learning, teachers share learning intentions and success criteria of lessons. As a result, most children talk confidently about what they are doing in class. In a few cases, learning intentions are co-constructed with children and are used effectively during the course of learning to support learning. Children would benefit from more opportunities to co-create success criteria in relation to their own learning to help them have a better understanding of evaluating their learning and in taking ownership of how to improve.
- Currently, all classes have twice weekly access to laptops which develops their digital skills. Staff should continue to work with children, parents and partners to identify opportunities for learners to apply their digital skills across the curriculum. This should be part of the school's work to develop children's wider skills for learning, life and work.
- In the early stages and in a few classes at other stages in the school, approaches to developing children's conceptual understanding in numeracy and mathematics is improving. In the best examples, children build on their prior knowledge and levels of understanding through engagement in independent and collaborative problem solving and enquiry. Children would benefit from having more opportunities to share and evaluate mental and written strategies with

their peers. There is scope to develop opportunities for children to lead their own learning in numeracy and mathematics. Increased sharing and moderating learning approaches across the school would help to ensure a consistent approach and a shared understanding of expectations for all children.

- Across the school staff use a range of assessment approaches very well to identify children's strengths and next steps in writing. This informs planning and reliably reflects the progress that children make. Recent improvements include staff developing a wider understanding of assessment approaches that increase children's involvement in demonstrating their learning. Structured progression frameworks in literacy and numeracy guide teacher's recording of children's ongoing assessment. Staff and senior leaders revisit this assessment information periodically to evaluate children's progress over time. As a result, staff review the impact of planned interventions to accelerate children's progress through levels. Moving forward, there is a need to extend manageable approaches to assessment across all the curricular areas.
- There are examples of high quality learning and attainment in children's writing, their understanding of reading strategies and their listening and talking skills. Impact of reciprocal teaching and assessment is clearly evident with children across the school showing highly developed skills in reading comprehension. Baseline data shows clearly children's progress in understanding, analysis and evaluating texts. This information is closely monitored and used to inform teaching. Within these curricula areas, staff have a clear understanding of standards and share practice with stage partners. The recently introduced planning materials provide a clear link between the experiences and outcomes and National Benchmarks. Staff are well placed to capture the high quality learning that's evident in some classes and ensure the highest expectations of children across all curricular areas.

## 2.2 Curriculum: Learning pathways

- This session, the headteacher introduced learning pathways across all areas of the curriculum. These were very well received by staff and children are beginning to benefit from a more progressive approach. The pathways take increasing account of all the experiences and outcomes within Curriculum for Excellence. Teachers are beginning to use these learning pathways to plan, track and monitor children's progress and ensure appropriate progression for all. The pathways build well on the approaches within the school that develop children's fluency in reading, their use of reading strategies and aspects of their writing. In these areas, the clear progression pathways with breadth and depth of learning are applied consistently across the school. However, as a matter of urgency there is a need to review the learning pathways across all curricular areas. At times, the high quality learning in some classes depends on the skills of individual teachers. There is a need to ensure high expectations that are evident across the school.
- Opportunities for children to benefit from a progressive approach to science are a priority of the school. We discussed with staff and the senior leadership team, the need to review the approach taking into consideration the benefits of interdisciplinary learning within science, technology, engineering and mathematics (STEM). By grouping these curricular areas together, taking account of literacy and numeracy opportunities, children can access engaging experiences that deepen learning through relevant contexts. As the school continues to develop their pathways ensure that approaches maximise the use of play at the early stages.
- The headteacher detailed plans to continue to develop a clear curriculum rationale that reflects the unique context of the school. In addition to this, her vision is to develop an aspirational curriculum for all learners that takes account of standards set out within the National Benchmarks. Importantly, there is a need to ensure that the curriculum clearly demonstrates the development of children's skills for learning, life and work. The school should revisit the Career Education Standards 3-18 to support this process. In addition to this, there is a need to embed literacy and numeracy across all curricular areas. The school is well placed to take this agenda forward with additional teaching staff taking on lead roles in curricular development.

## 2.7 Partnerships: Impact on learners – parental engagement

- The school is committed to engaging parents within all aspects of its life and work. They value parental involvement and ensure that all activities are open and accessible to all parents. Dedicated spaces for parents to learn with each other and with their children are used well. As a result, parents are increasingly engaged with the school and their children's learning. Parents are very supportive of the school and speak very positively about the changes that have been made to make them feel more welcome and involved. The positive relationships with parents is demonstrated by the whole staff team including those who are often the first point of contact on entry to the school. Parents speak very highly about all staff making themselves visible and approachable.
- The Parent Council has an established membership. The main focus of activities of the Parent Council is raising funds for the school. The Parent Council is aware of the need to ensure that the Parent Council is fully representative of the wider parent forum. There is scope to involve the Parent Council more fully in identifying and evaluating school improvement priorities. Most parents feel encouraged to be part of the Parent Council and feel they are kept informed by the work of the Parent Council.
- Overall, parental responses in the pre-inspection questionnaire are very positive. Parents feel that the school is well managed and that they are satisfied with the quality of learning and teaching. Almost all parents responding to the pre-inspection questionnaire feel that the school provides them opportunities to learn with their child with most feeling that they receive advice on how to support the child's learning at home. Most feel that they receive regular, helpful feedback about how their child is learning and developing with most feeling this reaches them at the correct time.

## 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. Areas for development have been agreed with the school and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school teachers are aware of their responsibilities in relation to Getting it right for every child (GIRFEC). They refer to the wellbeing indicators in dialogue with children. On two planned occasions during the session, children self-evaluate their wellbeing with their teacher using a 'wellbeing wheel'. Teachers make use of wellbeing indicators when referring children for assessment for staged intervention. Wellbeing assessments are used to identify children who may require support which includes other agencies. We asked teachers to continue to explore ways in which they can evidence improved outcomes for children in their wellbeing. Recently introduced wellbeing fans are beginning to be used well in a few classes. However, a few children remain unclear about the use and purpose of the 'emotional fans'. They would benefit from more structured dialogue around how and when these could be of help. Staff should clearly identify and agree the improved outcomes they expect for children as a result of this whole school approach. This will help them to identify appropriate evidence to support effective evaluation of success. It will also help them, and children, to identify progress in developing specific skills.
- There is reference to the UNCRC in all classes and this work is visible across the school. Teachers should now explore ways in which they can ensure that children's understanding of their rights and wellbeing is impacting positively on them and on others in the school community. In the pre-inspection questionnaire the majority of children feel that the school takes their views into account and that staff treat them fairly and with respect. The majority of children feel that other children treat them fairly and with respect. Staff need to ensure that the rights of children are more fully embedded across all aspects of the work of the school.
- The progress of children who are care-experienced is monitored and tracked regularly using local authority documentation. Consideration needs to be given as to whether care-experienced children meet the requirements for having a coordinated support plan. Senior leaders analyse attendance data regularly. As a result, they are able to detect differences in attendance for different groups of learners, falls in individual pupils' attendance or unexplained absences quickly. Following this, they undertake agreed actions, such as contacting parents or support services, without delay.
- The ethos of anti-bullying is embedded in day-to-day practices at All Saints Primary School. There is a respectful and equitable culture and ethos where promoting positive relationships and behaviour is highly evident. As a result, incidents of bullying behaviour are rare. Senior leaders should take account of the latest guidance from the Scottish Government on the recording and monitoring of bullying incidents.
- Religious Education (RE) is planned in accordance with 'This is our faith'. There are strong and supportive links with the diocese which are supporting learning in RE and Religious

Observance. A monthly Mass is held which is attended by children and members of the community. This, and other opportunities for parental engagement, is helping to develop family learning in relation to aspects of faith and wellbeing. Children are well supported in sacramental preparation.

- In the short time in post, the headteacher identified areas of improvement in relation to the whole school's understanding and implementation of statutory duties and codes of practice. Improvements to raising awareness of child protection processes are visually evident throughout the school. We asked the school to continue, as planned, to improve staff understanding of statutory duties and codes of practice through professional learning.
- Teachers use a range of assessments to diagnose children's needs and identify appropriate interventions to meet these needs. Children for whom additional needs have been identified, are referred for 'GIRFEC pathways'. For these children, learning targets should be detailed more clearly and agreed between teachers, children and parents. This will support the more effective evaluation of progress and identification of next steps in learning.
- There are effective approaches to meet the needs of targeted children in the school. The school is developing an effective approach to nurture and this is benefiting a small number of targeted children who attend regular provision in 'The Den'. There are clear targets and outcomes for children and an appropriate range of evidence is used to identify needs, evaluate progress and inform next steps for children. This is resulting in clear evidence of progress for children as a result of their experience in 'The Den'. All staff are familiar with the principles of nurture and the school is well-placed to proceed with plans to establish a whole school approach to nurture. Use of the PEF is supporting work with targeted groups of children to improve their learning in phonics and numeracy. There is evidence that this work is leading to improving children's learning in literacy.
- At present a significant number of support staff are involved in supporting classes and groups of children with their learning. When observed in class, support staff often listen to the teacher and do not engage in specific strategies to meet the needs of particular children. Senior leaders are aware of the need to maximise the use of support staff and are currently reviewing their roles and deployment. This should help to coordinate the deployment of support staff and ensure it is effective through the provision of appropriate information, advice and training. The headteacher is developing strategies to minimise extraction and provide more flexible, adaptive support as children need it. Teachers across the school welcome this approach and appreciate the potential benefits for children. As part of this review, we have asked senior leaders to explore ways to inform pupil support staff more fully about the specific needs of children and strategies which can help to meet these needs. Support staff should also be engaged more effectively in evaluating children's progress.
- Senior leaders are aware that there is now a need to develop a more strategic approach to wellbeing, equality and inclusion. This should involve more coherent planning to identify the key priorities for improvement in this area and ensure that all staff fully understand their roles and responsibilities. The main focus needs to be on how approaches to wellbeing across the school will lead to improved outcomes for children. By clearly identifying the intended outcomes at the start of the planned improvements, it will be possible to more effectively evaluate success through the identification and analysis of relevant evidence of impact.
- Senior managers are aware of the need to ensure that the curriculum offers sufficient opportunity for children to develop their awareness around diversity and equality, for example challenging gender stereotyping in relation to employment.

### 3.2 Raising attainment and achievement

satisfactory

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 is satisfactory. From data provided by the school for session 2017-18, the majority of children at all stages achieved the appropriate Curriculum for Excellence levels in literacy and numeracy.
- The school's predictions for this session show that the majority of children are expected to achieve appropriate levels at early and first level for literacy and numeracy. However, at second level, less than half of children are expected to achieve appropriate levels in writing and numeracy. Recently, teachers put in place interventions to improve attainment in literacy and numeracy.
- Across the school, there is scope to provide children with a greater level of challenge and a brisker pace of learning through the levels. Teachers need to have more opportunities for moderation within the school. There is a need to ensure that all staff have a shared understanding of standards as children progress through a level. Senior leaders need to review the evidence base which sits behind teacher judgement.

#### Literacy and English

- Across the school children are making good progress in all areas of literacy and English.

#### Listening and Talking

- Children listen well to others and are confident to share their experiences of school with each other and other adults and eagerly contribute when asked. At early level, most children listen and respond well to others and talk clearly to share feelings, ideas and thoughts. At first level, most children share ideas and thoughts in group situations effectively. They listen well to one another and are able to respond to what others are saying. They contribute to discussions, engaging clearly and purposefully. At second level, most children communicate clearly and with expression. In group discussion and when talking to adults, they show respect and build on the contributions of others. When asked, most children can offer an explanation to support their views.

#### Reading

- Children engage positively in reading activities and have regular opportunities to read for enjoyment. The school's focus on developing a reading culture involving the whole community is having a positive impact on children's engagement in reading. At early level, children engage well with text read to them and can share their thoughts and feelings around different stories. They demonstrate a developing knowledge of single sounds and are beginning to use these to recognise sounds made by combinations of letters. At first level, most children read different types of texts fluently and show a clear understanding what they have read. They explain the overall appeal of a text, the main ideas of a story and their opinions on the main characters.

They describe strategies to support their understanding of unfamiliar words in a text. At second level, most children describe a preference in the types of text they read and discuss strategies to support their understanding of texts. They discuss and apply techniques an author uses to engage readers. When reading aloud, most children show an awareness of expression with appropriate tone and feeling.

## Writing

- Across the school, children have opportunities to write for a variety of purposes. At early level, children engage in writing activities and most children form lower case letters legibly. At first level, children are developing their use of vocabulary and are learning about connectives and adjectives. They use these purposefully in their writing. At second level, children have a good understanding of the structure of different genres and can use this effectively to share their thoughts and ideas. Inspection evidence shows children not yet fully transferring spelling strategies into their written work. We discussed with staff the need to focus on how children across the school begin to develop this in different contexts.

## Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory.
- The majority of children are making satisfactory progress in their learning in numeracy and mathematics. The school has correctly identified numeracy and mathematics as an improvement priority. Staff should continue to develop their understanding of pedagogy and progression in numeracy and mathematics to address gaps in children's conceptual understanding and ensure an appropriate level of challenge for all children. Children would also benefit from increased opportunities to apply and adapt their knowledge to new contexts and real-life problems. Children could have greater involvement in evaluating their own level of understanding in numeracy and mathematics in order to be more involved in making decisions about their next steps in learning.

## Number, money and measure

- At early level, most children are working within 20 to recognise, count and sequence numbers. Most children can double numbers to a total of ten. The majority of children recognise the number of objects in a set up to 12 without one-to-one counting and are confidently partitioning numbers to five and beyond. A few children are able to count in twos. Children are not yet able to add and subtract confidently within ten.
- At first level, most children confidently read, write, order and recite whole numbers to 1,000, round to the nearest ten and 100, and identify the value of each digit in a whole number with three digits. They are less confident solving addition, subtraction, multiplication or division problems with numbers up to three digits using mental strategies. Most children would benefit from developing and applying a range of strategies to support their mathematical thinking when calculating mentally. Children would also benefit from increased opportunities to explain their thinking to their peers. This can support them to explore together the most effective approaches to completing calculations. Most children can use the correct notation for simple fractions. They are less confident placing simple fractions in order on a number line. Most children can record times using am or pm. They do not yet have sufficient knowledge of 24-hour time, estimating height or converting centimetres to metres.
- At second level, most children read, write, and sequence numbers forwards and backwards, using numbers to 1,000,000. The majority of children can partition numbers and decimal fractions with two decimal places, and can explain the link between a digit, its place and its value. Most children use standard algorithms to add, subtract, multiply and divide. A few

children make use of other recording methods to support mathematical thinking and are able to explain their approaches using partitioning or bridging strategies. Children need to improve their speed of calculations, multi-step problem-solving calculations and articulate the strategies they use in calculations more clearly.

### **Shape, position and movement**

- Most children across the school recognise two-dimensional shapes and three-dimensional objects as appropriate to their stage. At first and second level, children are less confident at describing the properties of the shapes using appropriate mathematical language. The majority of the children identify a right angle but were less sure about other types of angles. There is scope at all stages in the school to make links across the organisers to ensure aspects of shape, position and movement are revisited more regularly in learning and teaching.

### **Information handling**

- At first and second level, most children have an understanding of block graphs and tally charts. There is significant scope for all children to explore a greater range of graphs, charts or tables, including bar graphs, pie charts, line graphs and Carroll diagrams as appropriate to their stage. Children working at first and second level, do not yet have a sound grasp of ideas of uncertainty and chance. Children would benefit from increased opportunities to link skills in information handling with other areas of the curriculum.

### **Attainment over time**

- Overall, there is no consistency in improving attainment over time in literacy or numeracy. Staff recognise that increased moderation and sharing of standards has a significant role in improving the school's future attainment. There is a need to embed opportunities for literacy and numeracy across learning.
- Senior Leaders now track children's expected progress towards a level in literacy and numeracy which has been shared with teachers and is used to identify targeted interventions for children. These are tracked through baseline and end of intervention assessments and there is evidence that this is having a positive impact on attainment in reading at first and second level. The school should now consider how to track attainment and achievement across all curricular areas to ensure appropriate pace of learning for all.

### **Overall quality of learners' achievements**

- There are strengths in the overall quality of learners' achievements. For example, all children in P6 and P7 participate in the Pope Francis Award giving them opportunity to engage in work within the parish. As a result, most of the children involved can reflect confidently on how this impacts on their own learning. Across the school, children are motivated and enthusiastic about learning. They work well together in groups and on their own. They demonstrate both self-respect and respect for others. However, there is a need for the school to revisit the four capacities of Curriculum for Excellence. Overall, the curriculum does not provide sufficient opportunities for all children to develop as confident individuals and responsible citizens contributing to the school and the wider community. Children's achievements in school and outwith school are not tracked systematically. There is a need to ensure that all children achieve a range of skills and attributes through a high quality curriculum that takes account of their learning and achievements outwith school.
- Wider achievements are celebrated in a variety of ways including assemblies and certificates. There are opportunities for children to contribute to the life of the school. This includes pupil council, junior road safety officers, intergenerational reading project and the buddying programme for nursery transition. There is scope however, to increase leadership roles for all

children in order to continue to develop their skills across the four capacities of Curriculum for Excellence.

- The school recently introduced 'big books' in all classes to record and celebrate successes and achievements both in and out of school. This practice could be developed by enabling children to recognise skills gained from participation in wider achievements and how to apply these skills across all aspects of their learning.

## **Equity**

- The school is one of the first schools participating in Inverclyde's Attainment Challenge. With the introduction of PEF a number of interventions are in place across the school. This session increased staffing targets within specific areas of literacy, numeracy and health and wellbeing are at the early stages of being evaluated. The school is well placed to review all available interventions and support available via the wider Attainment Challenge support at Authority level. In doing so, there is a need to rigorously review the interventions with a focus on raising attainment in children's literacy, numeracy and improve their progress in health and wellbeing. Presently outcome measures are not aligned well enough with the National Improvement Framework measures and submeasure. As a result, although individual interventions show early signs of impact there is a need for a more developed understanding of short, medium and long term impact. For example, in relation to children in P1, how will the planned interventions maintain or improve their progress by the time they reach P4. In addition, the school is not yet confident in demonstrating the sustainability of interventions through longer term universal support.

## Choice of QI: 2.5 Family learning

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

- The family support team are passionate about ensuring all families are engaging with the family learning programme. They evidence that the majority of families connected to the school have engaged with the programme since August 2018, with over a third engaging in more than one programme. They are proactive in ensuring those families who face the most challenge are targeted to receive support. The 'Hive' is well-used and becoming central to the work of the school. Through their work the family support team have identified a need to engage adult male family members more in family learning opportunities.
- Staff and partners use data and intelligence to inform their understanding of individual family's needs. Bespoke arrangements with partner agencies are in place to support families who are facing particular challenge. While there are currently strong partnerships approaches, staff involved with family working are aware of the need to ensure the sustainability of their work going forward.
- The school is at an early stage of consulting families to ascertain how they can support them with their literacy, numeracy and health and wellbeing. Staff have engaged in consultation on the type of learning programme that families would like. They have plans to develop further this work to support a great number of parents to access recognised learning opportunities, for example, supporting them to achieve recognised qualifications or in developing literacy and numeracy skills.

### Context

Specialist provision within All Saints Primary School provides education for children with language and communication difficulties, mostly typically those who have autistic spectrum needs. Increasingly, there are children placed within the base who present very challenging behaviour. At the time of the inspection, there were 18 children within the provision across stages P1 to P7. There has been a high turnover in staff in recent years, including the appointment of an acting principal teacher. Children's placement in the base follows a decision by Inverclyde Council that their needs would be best met in All Saints Primary School. Almost all children attending the base live outside the catchment area for the school.

### Leadership of change

- In reviewing the vision, values and aims of the school, senior leaders should ensure that the communication and language base plays a more prominent part in the life of the school. Many staff in the base feel disconnected from the school and would welcome greater opportunities of being part of the life and ethos. The headteacher recognises the need to be more actively involved in leading change and improvement.
- The acting principal teacher has made a positive start to developing an improvement plan for the base. Prior to this recent development, the base did not feature in the school's improvement planning process. It would be beneficial to have specific improvement priorities that relate to practice and provision for this setting included in the whole school improvement plan.
- Overall, staff recognise their responsibility in leadership of change. Teaching and support staff are very hardworking and receptive to new ideas and changing practice. They are benefiting from the inclusive, collegiate and democratic leadership style of the new acting principal teacher. Staff require clearer leadership and direction including approaches to teaching, learning and assessment, curriculum development and monitoring progress of children. Furthering professional knowledge and understanding through appropriate professional learning will help inform improvement. To ensure improved outcomes for children, regular consultation with specialists such as the educational psychologist and speech and language therapists would be an important area for improvement.
- There is a need to implement a robust and coherent cycle of self-evaluation for improvement. Senior leaders and the acting principal teacher should develop systematic approaches to monitor and evaluate the work of the base.

### Learning, teaching and assessment

- The ethos and culture of the base reflects a commitment to children's rights and positive relationships. Interactions between staff and children are respectful.
- The majority of children are motivated and remain on task. To ensure high quality learning experiences and improved outcomes for children, more account needs to be taken of the specific needs of these children given the wide spectrum of additional support needs in the base. Personalised learning, that reflect individual interests, would be worth consideration as a means of engaging children more consistently in their learning.
- The pace of learning is supported well through the use of timers and there is an effective balance between teacher-led and independent tasks. Individual workstations are enabling



children to become more independent in their learning and this should continue to be developed. As children demonstrate confidence in using these workstations staff should increase the level of challenge within tasks set.

- Staff provide encouragement and praise in all lessons to motivate children to remain on task, but on occasions the behaviour of a few children impacts adversely on others and limits their progress. There are a number of children who display distressing and very challenging behaviour. We have asked the school to review the behaviour approaches used to support those children who are disengaged from their learning.
- A number of breaks are built into the school day to support children who become fatigued as a result of their need to concentrate, listen and process information. Staff should ensure that they are maximising the opportunities for planned learning and teaching across the week. Plans should be made to ensure that 'free flow' and 'reward time' are reviewed in order to ensure all children are engaged in relevant, meaningful learning linked to clear Curriculum for Excellence experiences and outcomes. In addition, it is important that children build their capacity to focus on tasks for an increasing length of time.
- Explanations and instructions are clearly supported through visual aids. Technology is used well to support children's engagement. Strategies to promote expressive language would help support children. Further resources such as communication picture exchange books, cue and choice cards, and high technology communication devices could be explored to engage children even further. Assessment for learning strategies are used well in the base through sharing of learning intentions and success criteria. Children should now be encouraged to contribute to assessment through self and peer assessments.
- There is scope for the physical environment to enhance and promote opportunities for speech, language and communication. Staff should proceed with plans to create well-defined activity areas with supportive labelling of equipment and containers, etc. This includes the reintroduction of a sensory room and quiet areas to support children.
- Planning is based on the Curriculum for Excellence experiences and outcomes and local authority curricular pathways. Teachers planning could be linked more consistently to individual target setting. These targets should be recorded in children's support plans and then used to inform assessment of children's progress. Multiple assessments are required to monitor progress including progress towards independence and social and communication competence.
- Staff recognise the benefits of engaging in moderation within the school and across the cluster although this has not yet started. They recognise the need to develop approaches to moderation in order to support shared expectations of standards to be achieved. This will enable the base to plan relevant and appropriately challenging learning for all children.

### **Wellbeing, inclusion and equality**

- Teachers develop appropriate individualised education plans (IEPs) based on assessment data over the long and short term for all children who attend the base. We have asked the school to ensure these are more specific for children and that parents and children are both actively involved in setting targets. Staff understand GIRFEC and use wellbeing indicators to assess children's needs as part of the wellbeing assessment. These could be better used to inform targets in IEPs that require more rigorous and robust tracking to demonstrate improved outcomes. Despite efforts made by the school, there are a number of children who require partner agencies to take more prominent and active roles and responsibility in addressing their

needs. The school should continue to pursue improved partnership working. Partner agencies need to take an increased and enhanced role within the base supporting children and liaising with staff on a regular basis. More effective collaborative partnership working is required to ensure that the school meets the needs of all learners.

- The school should proceed with plans to include a few children in the base in mainstream contexts such as the base 'buddy system'. The quality and regularity of liaison between base and school staff will be a key factor in underpinning the effectiveness of integrating children. In order to develop the mainstream context as an enabling environment it would be beneficial to work collaboratively with partners.
- Support staff would welcome professional learning on how to develop children's resilience to help support children to be ready to learn. A few staff demonstrate skilled interactions in understanding self-expression. Children who have difficulties understanding aspects of social situations, are supported through visual and contextual clues. Extending approaches to promote interpersonal relations for example, peer mentoring systems or acceptance in peer groups, would support these efforts.
- The language of feelings is used throughout the base to help children monitor their own emotions and behaviour and to recognise how their actions can impact negatively on the feelings of others. Staff incorporate time to speak to children where negative change is shown.
- Children would benefit from earlier enhanced transition arrangements from primary school into secondary school, including to specialist provision. This would give children time to adjust to new surroundings, different staff and changed teaching strategies.
- Staff require support and training on physical intervention and restraint. We have asked Inverclyde Council to address this as a matter of priority. Behavioural concerns are recorded however, it is important that all incidents of a violent nature are recorded and actioned and that both staff and children involved feel supported.

### **Raising attainment and achievement**

- From the school's attainment information, most children are making progress towards the first level of Curriculum for Excellence in literacy and numeracy with a few working within the second level in literacy and numeracy.
- Children's progress is evidenced in children's learning folders, and educational support plans. The school needs now to develop further their tracking and monitoring of children's progress to provide a more simplified and clearer picture of children's progress against time. This will support staff to better identify how well children are progressing against their targets and to plan more effectively for next steps.
- There are a few strong examples of teachers supporting literacy effectively. They support children in how to listen by slowing speech down, using intonation in their voice and using visual cues to help those who have poor auditory memory skills. In addition, they support those with speech difficulties by encouraging non-verbal communication and using multi-sensory approaches. Using simple repetitive language during everyday activities and encouraging phonological awareness would be important next steps in supporting children's progress in literacy.
- Children's achievements are recognised and displayed both within the base and across the school such as 'pupil of the week'. A range of learning environments is used well to support

children to develop their understanding of the local community. For example, children visit the beach to learn about nature. The school should now consider how effectively these learning environments contribute to progression in children's 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.