

# Summarised inspection findings

**St Andrew's Primary School and Nursery Class**

North Lanarkshire Council

14 January 2020

## Key contextual information

St Andrew's Primary School is situated in the Whinhall area of Airdrie. At the time of the inspection, the school roll was 163. Children are taught in seven classes, one of which is a composite class. The majority of children reside at addresses in SIMD deciles one and two.

### 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school has a positive, welcoming ethos which is underpinned by Gospel values. All members of the school community demonstrate these values. Positive relationships amongst all children, and between all children and staff, demonstrate mutual respect and kindness. All staff encourage children to do the very best that they can. As a result, most children are motivated and eager to learn.
- Teachers' use of a well-structured approach to lessons is providing consistency in the delivery of effective learning and teaching. Lessons have clear objectives. They are well-structured, with introductions to share the intended learning, explanations to highlight the main points, and plenaries to review the key ideas. Most lessons are overly teacher directed. Staff have correctly identified the need to reduce the amount of teacher direction in lessons. They should work collaboratively to ensure children have more opportunities to take responsibility and lead their own their learning.
- Children work well in groups and with their peers, as well as independently. In most lessons, teachers' explanations and instructions are clear. In most classes, teachers make appropriate use of questioning to gauge children's understanding of learning. They provide helpful verbal feedback to children, to convey when they have been successful in their learning. Teachers should now continue to develop and embed learning and teaching approaches, paying particular attention to the use of effective questioning to promote children's curiosity and independence.
- Teachers make effective use of different learning environments. This includes the use of digital technology and outdoor spaces. Children have well-planned opportunities to work outdoors in the garden and 'the moss'. Interactive whiteboards are used well as a teaching tool to enhance learning and teaching. A new format for online 'learning journals' has recently been introduced. Children have started to take responsibility for sharing aspects of their classwork on this digital platform, which links to their agreed targets for learning.

- All stages have examples of children making choices in aspects of their learning. For example, children are asked what they would like to learn as part of class topics. In addition, children set their own termly targets for literacy, numeracy and health and wellbeing. These are reviewed on a regular basis. Staff should continue to develop approaches to target setting. They should ensure that this process supports children more meaningfully to see the progress they are making. This will also help children to identify relevant next steps in their learning, through regular high-quality learning conversations. For most children, tasks and activities provide an appropriate level of challenge. However, a few children at each stage require to experience increased challenge in their learning, particularly in literacy and numeracy.
- Staff know children well and have high expectations for them. Teachers are proactive in identifying barriers to learning and agreeing appropriate interventions to support children. Senior leaders and staff work well with a wide range of partners to help deliver appropriate interventions. Partners also provide professional learning for staff, which helps enable them to continue to support children well.
- There is a need for children to develop a clear understanding of the skills they are developing through their learning. Teachers should plan more effectively to incorporate progressive skills development into every day learning. These should also be closely linked to the skills children are developing across wider elements of the curriculum. Teachers should also continue to broaden ways for children to be involved in the planning of their learning.
- Teachers use a range of formative and summative assessments to determine children's progress and attainment in literacy, numeracy and health and wellbeing. They should now develop approaches to assessment and progression across other curricular areas. All teachers participate in moderation events, in the school, within the cluster and at national level. These are helping almost all staff become more confident in making accurate professional judgements linked to children's achievement of Curriculum for Excellence (CfE) levels. Recent moderation activities have helped teachers to develop a more consistent understanding of national standards across levels.
- Teachers plan appropriately over different timescales to meet effectively the needs of children. Their termly plans identify clearly the planned learning and relevant assessments. Teachers plan collaboratively to ensure progression across experiences and outcomes. Most children are encouraged to generate questions relating to topics at the beginning of a block of learning. Teachers are reviewing the curriculum to ensure relevant links are made across the experiences and outcomes.
- The headteacher works closely with staff to collate a wide range of data linked to children's attainment and progress. Effective systems are in place for tracking and monitoring individual children's progress in literacy, numeracy and health and wellbeing. All teachers complete class tracking sheets, which highlight children's expected attainment at key points in the year. This helps teachers to identify when interventions are necessary to ensure most children remain on track. Teachers also complete year-group tracking sheets, which highlight children's breadth in learning across the experiences and outcomes. Teachers have planned meetings with the headteacher twice a year to discuss the progress in learning, pastoral needs and next steps for individual children. This dialogue successfully supports the headteacher's ongoing self-evaluation of the quality of learning and teaching within the school.

## 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

#### Overall attainment in literacy and numeracy

- The overall quality of children's attainment in literacy and English language and numeracy and mathematics is good.
- Data provided by the school from session 2018/19 shows reliably that most children in P1 achieved early level in literacy and numeracy. The majority of children in P4 and most children in P7 achieved the appropriate CfE level in literacy. Most children in P4 and the majority of children in P7 achieved the appropriate CfE level in numeracy.

#### Literacy and English

- Overall attainment in literacy is good. Most children are making progress to achieve the appropriate level of CfE.

#### Listening and talking

- At early level, most children engage well in dialogue and talk about personal experiences with confidence. They listen and respond to others appropriately. At first level, the majority of children talk clearly to others in different contexts, sharing feelings, ideas and thoughts. They respond well to different types of questions and communicate clearly and audibly. At second level, most children build positively on the contributions of others and show respect for the views of others. They use suitable vocabulary for purpose and audience and contribute a number of relevant ideas. Children would benefit from further opportunities to plan and deliver organised presentations across the curriculum. This will support them to apply the different skills they have developed in real-life and relevant contexts.

#### Reading

- At early level, most children engage well with text read to them. They use their knowledge of sounds and letters to read words and to read aloud familiar texts, with attention to simple punctuation. At first level, most children use a range of word recognition strategies independently and explain preferences of particular texts or authors. They identify the main idea of texts and offer their own ideas about characters and setting in novels. Children would benefit from increased use of different types of questioning to help them develop a deeper understanding of a variety of texts. At second level, most children make and organise notes using their own words. They apply a range of reading strategies to support their understanding of texts and explain preferences offering supporting details to justify their choice. Across the school, children should continue to develop a range of reading strategies across all genres, including non-fiction texts.

## Writing

- Across the school, children engage well in a variety of opportunities to write for a range of purposes. At early level, most children form most lower case letters legibly and try to spell familiar words correctly. They make attempts to use capital letters and full stops accurately. They use appropriate vocabulary to convey meaning linked to their own experiences. At first level, most children present writing in a clear and legible way. They choose appropriate vocabulary to suit the purpose of writing and link sentences using common conjunctions. At second level, most children are developing a range of punctuation and use paragraphs well to separate ideas. They organise and present their ideas in a logical way and apply features specifically to the chosen genre. They would benefit from increased opportunities to make independent choices about the layout and presentation of different texts.

## Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is good. Most children are making appropriate progress.

## Number, money, measure

- At the early level, most children can identify the number before, the number after and missing numbers in a sequence within 20. They count in tens to 100 and are developing confidence in addition strategies. They identify coins and use them to make simple amounts. A few children would benefit from further practice in counting in tens. At first level, most children can round numbers confidently, convert between pounds and pence and find halves or quarters. At second level, children are developing a range of strategies to carry out calculations. They are confident when working with whole numbers. They would benefit from further work involving numbers with decimals fractions. More opportunities to reason algebraically and complete calculations with fractions and percentages should also be provided.

## Shape, position and movement

- Most children identify the properties of two-dimensional shapes and three-dimensional objects, as appropriate to their age and stage. At first level, most children confidently identify right angles and know they measure 90 degrees. They can create pictures with one line of symmetry. At second level, most children can describe a range of angles properties. Children at second level would benefit from further work on the properties of a circle.

## Information handling

- At the early level, most children interpret simple graphs and charts and can collect and organise objects. They would benefit from exploring further the use of block graphs to sort appropriate information. Most children at first level use tally marks appropriately. At second level, most children are confident with a range of graphs including bar graphs and pie charts. Children at first and second levels would benefit from further work on Venn and Carroll diagrams. Children working at first level would benefit from further opportunities to develop their understanding of the ideas of uncertainty and chance. Children working at second level have a good understanding of this.

## Attainment over time

- Most children are making good progress from prior levels of attainment. The school has successfully raised attainment between 2016 and 2019, at P1, P4 and P7 in both literacy and numeracy. While some aspects of attainment have fallen in the most recent year, there has been continuous improvements overall at P1 in writing, at P4 in reading, writing and numeracy and at P7 in reading, writing, listening and talking and numeracy. Robust approaches to tracking and monitoring, along with regular tracking meetings and ongoing work on moderation, has supported teachers well in making accurate professional judgements. The

school has correctly identified the need to address an attainment dip at first level, and provide continued support for particular cohorts of children.

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

- Children have a broad range of opportunities to achieve success, including out-of-class activities. These include a range of leadership groups and ongoing work with partners, through clubs, activities, and school trips. The school is working towards a range of national awards, including its third Sport Scotland gold award and the renewal of its Eco Schools Scotland green flag. All children are part of a pupil voice group which supports them to develop their leadership and communication skills well. Children in P6 develop listening skills and act upon information they receive in order to support other children, in their role as 'Friendly Fixers'. In addition, children demonstrate their respect and care for others through various community events including the 'big clean up at the moss'.
- Children's achievements are displayed on noticeboards throughout the school. Teachers present class awards for various school achievements, which children value. Recently developed digital learning profiles are also enabling children to share their learning and achievements more widely with parents. Teachers track and monitor children's participation in activities effectively. Teachers should continue to help children understand the different skills they are developing through their wider achievements. They should make links to how these skills can support children in their learning. This will allow children to reflect more fully on the range of skills they are acquiring.

### **Equity for all learners**

- The school has well developed approaches to ensuring equity for all learners. The headteacher, supported by her staff, has worked well to ensure equity and improve attainment for children who have barriers to learning. Staff have successfully undertaken work on the cost of the school day and have also worked well to increase attendance levels.
- The Pupil Equity Fund and additional resources from the Scottish Attainment Challenge have been used effectively by staff to introduce a range of well-planned interventions. These include providing additional staffing, staff training and new resources to support improvements in literacy, numeracy and health and wellbeing. As a result, the school can demonstrate where they are closing gaps in children's attainment, and where they have further work to do. They are well-placed to continue to take this forward, to ensure all children have the best possible outcomes.

## Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.