



States of Guernsey  
Education Services



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Improving Outcomes  
for  
Learners

# Summarised inspection findings

**St Mary and St Michael Catholic Primary  
School**

**18 June 2019**

### 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*

#### **Developing a shared vision, values and aims relevant to the school and its community**

- St Mary and St Michael Catholic Primary School is a happy and inclusive school. School leaders have successfully created a very positive, supportive and collegiate ethos of teamwork. As a result, there is a strong commitment from staff to reflect on their practice both individually and as a team.
- Together with staff, the headteacher has created a purposeful learning environment where children's wellbeing is a priority and where children are valued and empowered. The headteacher and deputy headteacher value staff and share their professional learning and knowledge in a way that helps staff to understand the importance and subsequent impact of change.
- The headteacher works very effectively in partnership with the School Committee to develop the school and to promote its Catholic ethos. Parents, partners, staff and the School Committee express a high level of confidence in the leadership of the school.
- Staff have a very good understanding of the social, economic and cultural context of the school. They take good account of this when tracking children's progress and attainment. They use the information well when planning work for children to ensure they are supported to achieve their best.
- Working closely with parents, children and the church, the school reviews its vision, values and aims each year. They do this through consultation, reflection and debate, taking full account of the Catholic ethos. Children talk with understanding about the values of truthfulness, kindness, gentleness, forgiveness and respect. There is strong awareness of, and commitment to, the vision, values and aims. They are referred to regularly at assemblies, in classroom displays and in parental communication. The school's ethos and the learning and teaching observed during the review clearly reflect the vision, values and aims in the day-to-day life and work of the school.
- Staff and children are committed to establishing positive relationships. The school's aims represent the appropriately high ambition that staff have for the

children. Staff recognise important aspects of learning such as resilience, independence, perseverance, and equipping children with skills for the future. Key Stage 2 children have opportunities to learn about the range of skills needed in the world of work from visitors such as engineers or architects who share their expertise with the children.

### **Strategic planning for continuous improvement**

- In her twelve years in post, the headteacher has shown effective leadership and very strong commitment to ensuring continuous improvement in the life and work of the school. She is very well supported by the deputy headteacher. Both have successfully involved staff at all levels in bringing about improvements and ensuring their understanding and commitment to their vision for the school. The headteacher has ensured that developments are well linked to local and national guidance and are introduced in a manageable way so that they are sustainable. Time has been well planned during in-service days and collegiate sessions for staff to undertake relevant professional learning. They work collaboratively to discuss and share improvements in the curriculum, learning and teaching.
- There is clear evidence that staff have been empowered to improve their practice. For example, there are good examples of leaders modelling best practice in classes and focusing class visits on current priorities. Although this is still developing, it provides opportunities for the most important initiatives to be introduced effectively. These are monitored for impact on children's learning and embedded into the day-to-day work of the school to raise attainment.
- The school's priorities are identified through regular staff meetings, audits of provision and analysis of attainment information. These are documented in a school improvement plan and regularly reviewed. All staff are fully involved in shaping priorities and in the cycle of school improvement.

### **Implementing improvement and change**

- All staff willingly undertake leadership responsibilities which are well matched to their skills and interests. Most have significant curriculum responsibilities and are directly involved in leading developments and managing change. They have undertaken additional training and qualifications to enhance their own skills so that they can coach others. Across the school, staff told us that they feel valued, empowered and supported to undertake leadership roles. Staff understand their leadership roles and display a collective responsibility in refining and developing practices. Learning Support Assistants (LSAs) are provided with opportunities, training and guidance to lead and develop intervention groups to develop children's literacy, numeracy and social skills.
- There are very positive examples of staff undertaking their own professional enquiry, for example, the deputy headteacher has been researching pedagogy to develop writing across the school, the special educational needs co-ordinator (SENCO) has developed Growth Mindset work around 'Learning Heroes', and LSAs have developed a newspaper topic to improve children's skills in writing.

- Children's participation is an important feature of school improvement. There are numerous opportunities for children to adopt leadership roles as prefects, librarians, digital leaders, eco champions or as members of the School Council. Children spoke confidently and enthusiastically about their roles and felt empowered to make their views known and to influence change in the school. Through focus groups and discussions with children, the leadership team are beginning to take more account of the views of children in identifying improvements. Children's views are acted upon. For example, children recently suggested that the school needed to improve its arrangements for recycling. They worked with the School Council to organise recycling stations in each class and extended their recycling to include plastics. They planned and led an assembly to share their ideas more widely across the school.
- Through a range of self-evaluation approaches, staff have identified appropriate priorities for improvement and put in place subsequent actions to achieve these. Staff are working to strengthen the focus on evaluating the impact of change using increasingly robust measures of outcomes for learners.

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*

### **Learning and engagement**

- The ethos and culture of the school reflects the strong commitment to children's rights and a values-led education. Children are happy and motivated learners. They behave very well and are kind and mannerly towards their peers and others. They enjoy coming to school and benefit from the welcoming and nurturing ethos which permeates the school community. Almost all children who responded to the pre-inspection survey stated they felt safe and that the adults in the school look after them very well.
- Almost all children we engaged with were enthusiastic and confident learners. Their interactions with each other and staff are positive and mutually respectful. Most children can work independently and collaboratively on tasks. We believe that children are capable of taking even more responsibility for their learning in curriculum areas within and beyond literacy and numeracy. When given the opportunity to work together in small groups, in pairs and individually, almost all children can concentrate well for extended periods of time. Learning is mostly teacher directed and there could be more opportunities for children to take ownership of aspects of their learning. The children with whom we spoke wanted to have more choice in what they learned, including choosing the themes for their topic work. The level of challenge in lessons has been a focus for improvement across the school. For some children in each class, there is scope to increase the level of challenge.
- In lessons, children made some use of digital technologies. The school has a variety of digital devices available for children to support their learning. These include programmable toys, tablets and laptop computers. Teachers frequently use interactive whiteboards to support and enhance their teaching. In the lessons observed, children were not yet using digital technologies fully to support and extend their learning. Some children felt that they had inconsistent access to digital technologies to support their learning across the curriculum. Development of the open areas in Key Stage 2 as a learning hub would enable staff to create more areas for independent learning.

### **Quality of teaching**

- Teachers and LSAs are fully committed to supporting children's learning. They have created an environment for learning that is calm, caring and supportive.

Children benefit from their regular engagement in stimulating activities in the local community including activities at the beach, the local park and taking part in residential trips. A wide range of visiting staff and other agencies make valuable contributions to children's learning experiences.

- We observed many examples of highly effective teaching. However, this is not yet consistent across all the classes. In the best lessons, the pace of learning is brisk, and tasks and activities promote and extend children's thinking. Similarly, when activities are suitably differentiated and offer the right level of challenge, children are highly motivated, and engage deeply in their learning.
- Teachers plan and deliver mainly whole-class lessons. There is scope to vary the range of teaching approaches used to deliver the curriculum. There are too few opportunities for challenging play-based learning activities beyond the reception year. Overall, teachers make good use of open-ended questions during lessons to promote and develop children's thinking and enquiry skills. LSAs interact very effectively with groups and individuals. The school will continue to review learning support arrangements to ensure that there is an appropriate balance between extraction and "in class" support.
- Teachers, LSAs and visiting staff engage in regular evaluative conversations that focus on how well children are progressing in key areas of the curriculum. Teachers gather observations of the youngest children's learning which they then use to plan their next steps in learning. They are not yet using these evaluative approaches fully to reflect on and improve the learning environment and resources available to the youngest children.

### **Effective use of assessment**

- Most teachers have an accurate picture of how well each child is progressing through the curriculum. They regularly check children's work on an on-going basis during lessons. This helps them evaluate how successful lessons have been. In addition, teachers frequently check pupils' understanding of key points by having a discussion at the end of lessons.
- Teachers' feedback to pupils on their written work is usually good. Teachers mark work accurately and provide constructive and encouraging comments, both orally and in written comments in books. In the best practice, these comments develop into a written dialogue with children which extends their learning.
- Teachers formally assess and record pupils' standards of attainment in English and mathematics at the end of each term. They use school-based tests in mathematics and judge standards of attainment in English from pupils' work in class. Teachers determine the level of pupils' work by using their professional judgement to compare attainment in reading, writing and mathematics against statements of what children are expected to know and do.
- The school moderates pupils' performance annually, together with other schools, in reading, writing and mathematics annually with an external organisation. They check the accuracy of teachers' judgements against the 2008 standards at the

end of Key Stage 1 and Key Stage 2. This supplements the internal moderation of standards carried out each term by teachers and leaders. The school's judgements on religious education are checked by sharing them with another Catholic school on the island. Standards of attainment in science and other areas of the curriculum are not assessed with the same rigour.

- The school follows the assessment procedures set out by Education Services. It does not use standardised assessments to check the validity of its internal assessment procedures and, like other primary schools in the Bailiwick of Guernsey, bases its judgements on the 2008 English National Curriculum Standards.

### **Planning, tracking and monitoring**

- Most class teachers have an accurate view of the progress their pupils are making through the planned programmes of work. This enables them to plan work at appropriate levels for most pupils in their class. However, a few children do not always have work to do at the appropriate level. In some cases, they are not challenged sufficiently.
- At the end of each term, attainment data is provided by each teacher in reading, writing and mathematics. These are used to generate statistics on the progress and attainment of each pupil. Senior leaders identify intervention strategies for pupils who do not make the expected progress. This effective tracking system depends critically upon the accuracy of the data entered by the teacher. The tracking system is not used for science or for any other areas of the curriculum.
- Teachers are becoming increasingly familiar with the Big Picture Curriculum and are developing their planning for its implementation. They record when they have covered a particular skill, topic or theme in one of the 16 skills frameworks for each class. These provide a general idea of the scope of the curriculum for each class. They do not provide any information on the depth of learning or how well pupils have acquired the skill. The records show an inconsistent approach to recording the skills which are being covered.

## School choice of QI: 2.4 Personalised Support

While this indicator is not evaluated, it highlights the importance of wellbeing and involving children in decisions about how their needs should be met. Strong partnerships with parents, and other partners who support children are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

The themes are:

- *Universal Support*
- *Targeted support*
- *Removal of Barriers to Learning*

### Universal Support

- The school has very effective strategies for securing positive relationships and behaviour which all staff take responsibility for implementing. A programme of whole-staff development delivered through planned courses and in-service sessions ensures that all staff are trained in agreed school improvement strategies for improving personalised support. For example, the SENCO attends local island training each term to share good practice with other schools and all staff have received training in many important aspects including literacy and numeracy which has increased their knowledge, understanding and skills.
- The whole staff team have shared high aspirations of all children. They have a very good understanding of children's individual needs and are beginning to use this more effectively to plan next steps in learning for groups and individuals.
- Staff regularly engage with children in learning conversations which support children's understanding of themselves as learners. Learning targets are in place and children are beginning to have more regular opportunities to reflect on their own individual targets.
- Staff work very effectively with a wide range of professionals and partners to support children who experience short or long-term barriers in their learning. The SENCO has a very clear understanding of the children on the SEN register and has developed robust guidance and procedures which support staff in identifying, managing and monitoring all aspects of support.
- Teachers share lesson objectives with LSAs and make sure they are fully included as part of the support team. LSAs are very well trained to deliver specific interventions and they produce progress reports which are used to plan learning for each child.
- Leaders have recently developed very good guidance and support for staff on Growth Mindsets, and aspects of mental health. They understand fully the importance of positivity and wellbeing in children's learning. Many staff report that this recent work has resulted in children showing greater motivation, resilience and perseverance as learners.



## Targeted Support

- The school has a very detailed special educational needs (SEN) and inclusion policy to guide the work of staff. The SENCO has developed a Special Educational Needs Cycle which offers comprehensive guidance on how to support children. This uses a 'graduated response' to ensure that staff take the correct steps needed to meet each child's individual needs. This is further supported by a helpful whole-school support plan which lists the specific support for each area of learning. The SENCO has helpfully produced detailed additional strategies which teachers can implement, within the classroom, to address specific areas of need.
- The SENCO ensures that action plans and individual educational plans (IEPs) are up to date, and regularly reviewed, in consultation with parents and carers. They include specific targets and agreed strategies and timescales which are implemented by the whole team. The SENCO implements helpful suggestions from specialist agencies which ensure that children are provided with more specialised support that meets their particular need or stage of development. As a result, children are supported to make good progress in their learning.
- In addition to IEPs, children with identified needs have a Provision Map which documents very clearly the range of interventions which are in place. For example, interventions include reading recovery, speech link or Lego therapy. The Provision Map is updated regularly throughout the term to ensure learning is progressing at an appropriate pace. These maps are carefully tracked and monitored to ensure that children with individual programmes do not miss key learning opportunities within the classroom.
- There are very productive partnerships with speech and language therapists, an educational psychologist and other specialists who meet regularly with the SENCO and LSAs to plan and review individual programmes.

## Removals of barriers to learning

- Staff use their knowledge of children and families and take account of any personal, social and emotional factors which may indicate a need for additional support. This ensures that staff can take steps to minimise and address any potential negative impact on learning.
- Staff are highly responsive to children who may be vulnerable and take very positive steps to support them socially and emotionally. The school's nurturing family ethos ensures children feel supported and included.
- The school liaises very effectively with partner agencies to remove any potential barriers to learning. Staff reflect on their own practice and work collaboratively with others to build their capacity to meet the needs of their learners.

## 2.7 Partnerships: theme 1 – The development and promotion of partnerships

- Parents speak very positively about their relationship with the school. They enjoy their involvement in all aspects of the work of the school. They work closely with the headteacher and staff and value her skills as a motivated and committed leader of learning. The school plays an active and central role in its community and the parents we met in the focus group stressed the importance of the positive and productive relationships they have with staff in the school and the church.
- An active Parent Teacher and Friends Association (PTFA) provides much appreciated financial support to the school. The headteacher and staff welcome their involvement and the range of resources that are made available through fund-raising to enhance children's learning. Regular social events, which families attend further reinforce the sense of community. The headteacher keeps parents well informed on a regular basis through weekly newsletters and a social media page. Children starting school, and their parents, are welcomed to the school at transition events. They are encouraged to become involved in school life as full and active partners.
- Links with the Catholic Church and the School Committee are very well-established. The school embraces these links and considers them valued partners who support the school very effectively. The Priest in Charge is a regular visitor to the school and his contribution as a partner and contributor to children's learning in RE is recognised and appreciated. Further contributions to the work of the school are made by a multi-agency set of partners. Those we met at the focus group were extremely positive about the richness of their engagement and the relationships with the headteacher and her staff team. As a result of these numerous productive partnerships, children's needs are very well met, socially and emotionally.

## 2.2 Curriculum: theme 1 - Learning pathways:

- Programmes of work in English and mathematics in each class are progressive and enable pupils to build on their prior knowledge as they move through the school. Staff are developing programmes in the other subject areas to ensure that there are equivalent progression routes to enable pupils to develop their knowledge and skills in all areas of the curriculum.
- The school curriculum takes good account of a number of contexts for learning which help enrich pupils' learning experiences. Staff capitalise successfully on using the local environment to promote Learning Outside the Classroom (LOtC). For example, a Year 5 visit to L'Ancrese Bay provided a good stimulus for science investigations on the impact of the environment on animals and plants.
- The school has been very successful in promoting 'Growth Mindset'. This initiative is well embedded in the school and influences learning in all classrooms. Pupils regularly reflect on the challenges which are set by teachers and discuss these by referring to class 'Challenge-ometers' which are prominently displayed in all classrooms. Teachers report that this initiative has improved pupils' willingness to tackle challenging work.
- Teachers have involved children in creating 'Learning Heroes' to promote the development of Critical Thinking, Teamwork, Creativity, Reflection, Independence and Resilience. These superhero-like characters embody the features of the Elements of Learning which are part of the Guernsey Curriculum. They are used well by teachers and pupils to identify the skills and attributes being developed in lessons.
- Pupils experience a broad range of subjects each year in Key Stage 1 and Key Stage 2. The class timetables during the week of the review emphasised English, mathematics and religious education. This results in a lack of balance and does not provide pupils with sufficient breadth over this period. The school had not yet developed a yearly curriculum map to track curriculum coverage across each subject and each year group.
- In addition to literacy and numeracy, all teachers are expected to develop digital literacy across the curriculum. This aspect of the curriculum is not yet well developed. Teachers missed opportunities, in the lessons observed, to enhance learning and develop digital skills by not using fully, the technology which is available in the school.

## 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*

#### Wellbeing

- There is a very warm, welcoming atmosphere in the school and relationships between children and staff are extremely positive, caring and supportive. Staff have a very clear, shared understanding of wellbeing. Relationships are built on respect for children and a strong focus on nurturing principles. Staff value each child as an individual. They know children and families well and are aware of individual circumstances. This helps them to respond to the wellbeing needs of individual children and families and ensures that children are supported effectively and appropriately. Children are actively involved in discussions and decisions which may affect them, and their views are sought on a range of issues.
- Children are well informed about initiatives which are helping them understand and develop language around emotional wellbeing. They have good opportunities to recognise their responses to feelings and emotions. As a result of these approaches, children are more able to discuss their feelings with each other and can use these recently acquired strategies to resolve any potential conflicts. This is evident in the ways in which children work with and relate to others.
- Children's learning in health and wellbeing is enhanced by the involvement of a broad range of partners whose contributions are welcomed and valued. Staff work very effectively with them to agree priorities and to address the needs of children. The very strong and productive partnerships with agencies and professionals ensure that children who require additional help feel very well supported.
- Children are well supported in classes and in the playground. Supervision outdoors is very well organised and children feel safe. Children are very positive about teachers and LSAs and trust them fully to make appropriate decisions on their behalf. Children know that if they have worries or concerns, they can raise them with staff.
- The approaches used by the school reflect a holistic approach that is part of the whole-school philosophy for health and wellbeing. A number of wellbeing initiatives have been successful in supporting and improving outcomes for children and families. For example, all children participate in The Daily Mile and both parents and children talk positively about how it has improved their fitness and wellbeing.

## **Fulfilment of statutory duties**

- The headteacher is fully aware of her roles and responsibilities related to statutory duties. The school has well-established and robust procedures in place to identify the additional support that children may require. Children who require more targeted intervention have detailed individual plans in place. These plans are appropriate, shared with key staff and reviewed regularly with parents and partners. The headteacher monitors attendance and punctuality regularly and is proactive in addressing any issues which may arise.

## **Inclusion and Equality**

- The school readily takes the views of parents, staff, children and partners into account in identifying priorities for improving health outcomes for children. Health staff work effectively with school staff and parents to offer advice on healthy packed lunches and on portion control.
- Staff work together particularly well to provide an inclusive environment for learning in which all stakeholders feel that their views and opinions are valued. Children recognise that their contributions can bring about change and they can describe ownership of decisions. For example, their request to take part in the hurdles at an athletics festival was acted upon and children participated successfully, winning a trophy for the school.
- Children in upper Key Stage 2 are knowledgeable about equalities and inclusion. They talked maturely about features of a fair and equal society. They had explored concepts such as bias, prejudice and stereotyping as part of their philosophy studies. Children's awareness of issues such as disability, global citizenship, diversity and equality is raised through ongoing classwork, assemblies and specific events. Children have had visits from a paralympian athlete and developed strong links with a local Alzheimer's support group. Global awareness is enhanced through a twinning arrangement with a school in Cameroon. Children have raised significant amounts of money for a wide range of charitable organisations.
- The calm, purposeful ethos in the school helps to ensure children enjoy learning and socialising together. Children are happy and are able to play co-operatively with many friends both in school and outdoors. They are exceptionally kind to each other. They share resources well and show great respect for their environment and the staff who support them. The supportive culture gives children confidence to talk about issues affecting them and, with the support of staff, to take action to address any concerns they may have.

### 3.2 Raising attainment and achievement

good

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

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

#### Attainment in literacy and numeracy

- The school's analysis of Early Years Foundation Stage (EYFS) data in 2017/2018 on the youngest children's performance indicates that results in number, reading and writing are below the Bailiwick average. The school has plans in place to address this, which include the introduction of Maths Passports to provide a sharper focus on the development of numeracy skills.
- In each of the last three years, the school's attainment data shows that most pupils achieve the Bailiwick's expected standards in reading and mathematics by the end of Key Stage 1. In writing, the majority (72%) attained the expected standard in 2016 and the proportion achieving this standard increased in 2017 and 2018 to 83% and 89% respectively. In 2018, pupils' performance in reading, writing and mathematics was above the Bailiwick averages for these subjects.
- Most pupils made the expected progress from the end of Key Stage 1 to the end of Key Stage 2 in each of the last three years. The attainment data provided by the school shows that most pupils achieved the expected standards in reading and mathematics at the end of Key Stage 2. In writing, most pupils (84%) achieved the expected standard in 2017, but a lower proportion achieved this standard in 2016 and 2018 (58% and 74% respectively). These results were above the Bailiwick average in 2018 in reading and writing and in line with the Bailiwick average in mathematics.

#### Literacy

##### *Talking and listening*

- Almost all children across the school listen attentively in small and larger groups. They express their thoughts and opinions very clearly when invited to do so and contribute enthusiastically to discussions. They are very good at following instructions and understanding their role in offering constructive feedback to their peers. Older children are respectful listeners, taking turns to speak in class. A few children did not speak in clear and audible voices when reading aloud to an audience.

### *Reading*

- Most children working in Key Stage 1 and a few in Early Years Foundation Stage are developing early reading skills and phonological awareness in line with expectations. All children take part in daily reading for enjoyment. Class libraries vary in the quality of fiction and non-fiction texts available for children to choose from. A better selection of books is on offer in the school library. At Key Stage 2, children we met with in a focus group are effective communicators who read widely for a range of purposes. They could justify their reason for their favourite authors and preferred genre for writing.

### *Writing*

- A recent focus by the school on improving the quality of children's writing using a more structured approach is showing some early improvement in the content, fluency and use of sentence structure. Children in both Key Stage 1 and Key Stage 2 need opportunities to apply their writing skills more often in other areas of the curriculum. Some careless punctuation and spelling errors are evident in children's factual writing in topic workbooks. Across the school, there is some variability in the quality of presentation of children's written work; some exemplary in terms of presentation and accuracy and other examples of poorly presented text. Some Key Stage 2 children are capable of writing at length and should be offered opportunities to do so in the literacy programme and across the curriculum.

## **Numeracy**

- Children develop their numeracy skills as they progress through the school. The introduction of Maths Passports in each class is helping to develop children's fluency in carrying out mental arithmetic. The current emphasis on number in the mathematics strategic plan is addressing some older children's limited knowledge of multiplication tables. This weakness is holding back the development of more advanced methods of calculation.
- Most children are developing and consolidating their skills in addition, subtraction, multiplication and division. They show increasing confidence in working with fractions, decimals and percentages as they progress through the school. The recent emphasis on problem solving is helping them to tackle complex problems which are stated in words and require a number of steps for their solution.
- The data handling and statistical skills developed in Key Stage 1 and lower Key Stage 2 are developed further in upper Key Stage 2. There is evidence of older children constructing pie charts and line graphs. Older children find it difficult to recall their knowledge of shape, position and movement and discuss strategies to solve problems in this context.

## **Attainment over time**

- Over the last three years, the school's data show that standards of writing have improved at Key Stage 1 from a relatively low position to one where most pupils achieve the expected standards. In reading and mathematics, standards of attainment have remained broadly static. At the end of Key Stage 2, there is no

discernible trend in attainment outcomes in reading, writing and mathematics. Over this period performance was broadly in line with expected standards.

- The school's detailed tracking system enables teachers and leaders to monitor closely the attainment of students throughout the school from Key Stage 1 to Key Stage 2. This has enabled the school to provide specific interventions in literacy and numeracy to address students' barriers to learning

### **Overall quality of learners' achievement**

- Children show high levels of resilience as they go about their life in school. They embrace teamworking in, for example sporting and cultural activities. Older children use their skills and attributes to good effect when working with their peers and engaging with younger children. Children's empathy for those less fortunate than themselves and their awareness of others from different backgrounds is well developed.
- Children are encouraged and supported by the school to achieve across a wide range of activities both in school and outdoors. Children's achievements are recognised at assemblies, on displays in their classrooms on 'Wonderful Work' walls and through media coverage in local newspapers. The school's arrangements for celebrating the many achievements are valued by children and parents.
- Children access and many enjoy success in an extensive range of sporting competitions, group speaking and other local and national competitions. They participate in many after-school and lunch-time clubs throughout the year which are organised, either through the school, or in partnership with a wide range of highly supportive external agencies and professionals.

### **Equity for all learners**

- The headteacher and staff are aware of and take great care to acknowledge the socio-economic context of the school. As a result, they are able to respond sensitively to the needs of the school community. Strong and effective links with the church enhance the arrangements that are in place to promote equity and the wider achievements for all learners. Through the regular dialogue with partner agencies and others, the school has built up a detailed picture of the needs of those most at risk of missing out. A useful next step will be for the school to consider how best to use the available resources to raise further the attainment of children identified as requiring additional support.



## **Particular strengths of the school**

- Children who are proud of their school, very well behaved, courteous and respectful. They are skilled at working collaboratively, highly motivated to learn and talk confidently about their learning.
- The headteacher and deputy headteacher provide strong and supportive leadership. Together with the staff team, they have created a positive and supportive ethos where everyone feels valued.
- The whole school community has highly inclusive approaches and recognises and celebrates diversity and equality.
- The teamwork of staff and their commitment to continuous professional learning linked to improvement across the school.
- Successful partnerships with parents, the School Committee, the church, partners and other organisations which impact positively on children's learning.

## **Agreed areas for improvement**

- Further develop the curriculum to ensure children experience breadth and benefit from clear progression pathways across their learning.
- Continue to develop approaches to assessment and tracking progress to further improve children's attainment and achievement. This should helpfully include the introduction and use of standardised assessments.
- Improve the consistency of learning and teaching by raising expectations and sharing the best practice in the school more widely.

## **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvement. As a result, we will make no further visits in connection with this visit. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

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