

Summarised inspection findings

New Monkland Primary School

North Lanarkshire Council

22 January 2019

Key contextual information

New Monkland Primary School is a non-denominational school located in the village of Glenmavis near Airdrie. The school roll is currently 161 at the primary stages, and 50 children attending the nursery class. A number of children attend the school from outhwith the local community by placing request arrangements.

2.3 Learning, teaching and assessment

very good

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

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

- Across the school, children benefit from very positive relationships with each other and with staff. Children talk about how much they enjoy school and that it is a safe and happy place to learn. They demonstrate pride in their school and identify work related to Rights Respecting Schools as impacting positively on their understanding about developing good relationships.
- Children engage very well with their learning and are motivated and enthusiastic. At all stages, they show independence in completing tasks and transitioning from one activity to the next. They understand that there is an expectation for them to work independently at times and they are able to do this competently. Almost all children we spoke to said that their work in class was appropriately challenging. A few children said that they found some tasks too easy. Children are provided with good opportunities to learn using different approaches such as paired and group activities, teacher led learning and using digital technologies. Children respond very positively to the range of approaches and are adept at moving from one to another. In some areas of the curriculum such as literacy, children are appropriately challenged through very good use of higher order thinking skills questioning by teachers. Digital technologies are used well to support learning and teaching. Children use a range of devices and software to reinforce learning, present information and understanding computer coding. Teachers make effective use of interactive boards in their teaching.
- Children are articulate in talking about their learning, what they are good at and what they need to do to improve. Teaching and learning strategies are helping children assess their own work and that of their peers. As a result, they are becoming increasingly able to understand what is required to ensure high quality work. Teachers use a range of formative assessment strategies as part of learning and teaching. In most classes, written feedback is effective, particularly within writing jotters. Children understand very well how they can use assessment information from teachers to help them improve. They use feedback and next steps well to build on their learning.

- Children have some opportunities to learn outwith the school environment such as in the local woodland area and in shops and churches. Children at P7 have opportunities to learn through an annual residential outing. Partnerships working with the National Society for the Prevention of Cruelty to Children has resulted in successful learning related to health and wellbeing. There is scope for children to learn through further partnerships and more creative learning environments. This includes developing skills for work through implementing the Career Education Standard 3-18 the Developing a Young Workforce (DYW) agenda.
- Children have opportunities to contribute to the life of the school and wider community through pupil groups and partnership working. Children offer their views on a range of aspects such as the outdoor environment, aspects of their literacy and assemblies. Staff are beginning to include children more formally in self-evaluation approaches.
- Children benefit from well planned and engaging teaching approaches. Activities are appropriately differentiated to meet the needs of children. The use of task boards is helping children develop independence in their learning and as a result, in almost all classes, children are very well engaged in activities at all times. Almost all lessons begin with learning intentions to help children understand what they are learning. In most classes, success criteria is used very well to help children assess their own work. In a few classes, success criteria provides a list of activities rather than information to help children assess their work. In a few classes, success criteria is co constructed with children resulting in a deeper understanding of what good quality work will look like.
- The senior leadership team (SLT), together with staff, engage in significant professional learning linked to assessment and moderation. As a result, there is shared understanding of assessment approaches across the school and staff are using a range of effective approaches to assess progress and attainment. Assessment approaches are reviewed regularly to ensure they are providing relevant information. For example, as a result of self-evaluation, children's own assessments of their writing are now included in the evidence gathered. Teachers participate in moderation activities with other schools to help staff develop a shared understanding of standards. Assessment evidence is relevant and valid. This evidence is providing staff with reliable information to enable them to make judgements about the progress children are making. Staff should now improve how they use assessment information to ensure improved attainment for all learners.
- Teachers plan termly using learning pathways that have been developed for all areas of the curriculum. The learning pathways outline the experiences and outcomes and outline the learning within Curriculum for Excellence levels that children will achieve at each stage. These pathways provide a framework for planning and ensure progression. Staff should ensure that these planning frameworks deliver an appropriate pace of learning for all learners. Children are involved in planning aspects of interdisciplinary learning, taking account of their interests. Individual planning approaches are in place for children who have additional support needs. Tracking and monitoring approaches are in place to establish the progress children are making and next steps in learning and identify children who require additional support. The senior leadership team, together with staff, should continue to review approaches to tracking and monitoring to ensure there is robust analysis of information and a focus on ensuring that all children are making appropriate progress and attaining as highly as possible.

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

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

- The overall quality of children's attainment in literacy and numeracy is satisfactory. The majority of children achieve appropriate levels. Staff recognise the need to improve attainment across the school. Children who need additional support with learning are making appropriate progress.
- Professional judgements made by the majority of teachers are accurate. They are based on their knowledge of each learner, Scottish National Standardised Assessments (SNSA) results and the rich assessment and moderation work being undertaken in the school, the cluster and with a wider group of schools. The school tracks the impact of interventions for specific groups of learners and the evidence suggests that the majority are making satisfactory progress at their level. Evidence from classroom observations and data from teachers' professional judgements show improving attainment in numeracy, with the majority of children making satisfactory progress. Predictions provided by the school indicate most children in Primary 1 are on track to achieve at early level and the majority of children at Primary 4 and Primary 7 are predicted to achieve appropriate Curriculum for Excellence levels by the end of June. Staff understand the need to increase the number of children achieving appropriate national standards in literacy, numeracy and across the curriculum.
- Pupil assessment folders are used across the school. At the time of the inspection provided limited evidence as yet of progression and attainment in literacy and numeracy for individual learners.
- The headteacher meets termly with teaching staff to discuss and track progress of learners and to agree the intended impact of interventions. Following discussion with the senior leadership team, it was agreed there was a need to look more closely at the expected outcomes from raising attainment meetings and to focus more rigorously on strategies to close the attainment gap.

Literacy and English language

- Across the school, the majority of children are making satisfactory progress in literacy and English language.

Listening and Talking

- Children are articulate, polite and eager to engage in conversation with their peers, staff and visitors. Children listen well to each other during pair and group activities. At the early level children recall fairy tales in sequence, and share their ideas with their classmates. They enjoy identifying rhymes and finding them in stories and songs. Children at first level are developing confidence in listening to the views of others and responding appropriately. They are learning to take turns during group and class discussions, and not to interrupt their peers. Older children work well together in pairs and groups to debate and identify their rights as learners in the classroom. Staff should continue to monitor the participation of all children in class discussions and lessons to ensure all learners are fully involved.

Reading

- The majority of children at early level work diligently in class as they explore sounds, letters and words. They are beginning to recognise common words in use around the classroom, in their texts. Children would benefit from an increased pace of learning at early level. The majority of children working towards first level are developing confidence in reading aloud from their reading books and task sheets. Children at middle stages use digital texts accurately to support their learning during coding activities. At P7 children can summarise main ideas from extracts of novels they are reading in class. The majority of children can talk about books they read out of school and how they found some of the core texts in class too challenging and not to their taste. Too many children tell us that they do not enjoy reading in school. This is having an impact on their progress and skills development. We have discussed with senior leaders, the need to promote reading as a fun and enjoyable activity for all learners.

Writing

- Across the school all children have regular opportunity to write for a range of purposes and audiences. At early level, children are developing skills in using tools for writing. The majority know the sounds and names of letters they have learned. A few could be challenged to develop these skills more quickly. Children working towards the first level use observations from their woodland visits to collect vocabulary to enhance their descriptive writing of a creepy setting. Most use simple punctuation and sentences accurately in their taught writing tasks. Children working towards second level are developing skills in persuasive writing. They enjoy creating and presenting views on why they prefer film or text versions of Harry Potter and The Philosopher's Stone. At P7 children demonstrate skills in collating and summarising information in their writing about the history of children's television programmes. They practise creating detailed and interesting opening sentences in their ghost stories for Halloween. The school has a well-established structured approach to writing. A few children would benefit from more opportunities to practise each genre, in a range of unfamiliar settings, before moving on to a new type of writing. Older children told us that they would like more choice and freedom in their writing.

Number, Money, Measure

- Up-dated progression pathways have been introduced across the school to support staff in ensuring the majority of children are experiencing and developing a broad range of skills in this area. The school's numeracy champion has provided useful support to staff in implementing the numeracy programme, which is showing some early signs of impact. At early level, children are developing their knowledge of numbers to ten. Staff should ensure the pace of learning is appropriate to enable all children to progress and achieve early level by the end of P1. A majority of children at first level are building on their knowledge of place

value, partitioning, and can complete simple calculations with money. They are less confident in estimating and working with measure and length. At second level they are developing a range of strategies to support mental calculations and are beginning to make links between fractions, percentages and decimals through learning in real life contexts.

Shape, Position & Movement

- At Early level, most children recognise and sort common shapes. At first level, the children confidently work out area of irregular shape by counting squares. Less than half of children observed at the middle stages can talk confidently about symmetry or properties of shapes.

Information Handling

- At first level, children are confident in using tally marks, and presenting information in tables and in simple graphs. They can also interpret information presented, using appropriate language. At the time of the inspection, children at second level had not experienced learning in this area for some time, and needed prompted to recall their learning. Staff should ensure children have regular opportunities to practise and develop their skills in the use and analysis of data.

Overall Quality of Learners' Achievement

- Children have a range of opportunities to contribute to the life of the school and the wider community. Children's achievements in and out with school are recognised and celebrated around the school and at assemblies. Active schools contribute in a meaningful way to the opportunities available to the children to develop skills, interests and knowledge in a range of sports including tennis, football and running. As a result, a few young people continue coaching and the links with New Monkland PS after they have moved to Airdrie Academy. The active schools team are working closely with senior pupils to train them as Junior Sports Leaders, developing skills in sport, leadership, communication and organisation. Children in Primaries 5, 6 & 7 benefit from working with Box Soccer, to develop skills in communication, teamwork and to develop confidence. This leads to groups of children being trained to run sessions for peers. Children in the school speak confidently about pupil voice groups, which are used to engage with them for a number of purposes. They report pupil voice groups have brought about changes to playground surfaces, outdoor play equipment and helps support the school's work on Rights Respecting Schools. The schools enjoys the strong links with the local community through the church, who provide opportunities for pupils to link with the community café to meet with and chat with senior members. This is developing an awareness of community, and providing an opportunity to develop a range of talking and listening skills. The school records children's achievements and should continue to use this information to track engagement to ensure no children are at risk of missing out. Staff understand the need to now ensure children understand the skills they are developing in their learning and wider achievement.

Equity for All Learners

- All staff across the school are committed to promoting equality for all children. We have encouraged staff to now be more outward looking in their self-evaluation, and ensure a clear focus on equity. All staff, teaching and non-teaching, have very positive relationships with the children and know them and their families well. The school ensures all learners have access to all learning experiences available within and outwith the school. Staff are well aware of the children who have barriers to learning and work closely with a range of colleagues to offer appropriate support. The staff team now needs to make more effective

use of the wide range of intelligence and data to improve attainment for all children. School leaders need to be more robust in professional engagement with staff around attainment and children's progress across the curriculum.

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.