

# Summarised inspection findings

St Fergus' Primary School

Renfrewshire Council

28 August 2018

## Key contextual information

St Fergus' Primary School is a denominational school serving the Ferguslie Park area of Paisley. The school roll at the time of the inspection was 147, with children being taught in one of seven classes. All classes are composite in nature with the exception of P1. The school building is a new build having opened in 2017. The classroom spaces are an open-plan design.

1.3 Leadership of change	good
<p>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:</p> <ul style="list-style-type: none"><li>■ developing a shared vision, values and aims relevant to the school and its community</li><li>■ strategic planning for continuous improvement</li><li>■ implementing improvement and change</li></ul> <p>■ The school community worked together to create a shared vision, values and aims at some point prior to the headteacher's appointment in January 2015. The headteacher revisited the values, and being in line with Catholic values, felt they were still relevant to school community. The school has implemented steps to reaffirm the values with children. The vision was revisited and a new strapline created in 2017 with children, staff and the Parent Council to help to raise the school's profile. As planned, the school should refresh its values and aims in the next session to ensure that they take full account of the context of the school, the most up-to-date national priorities and they are relevant and owned by the current school community. In this way, they will provide a strong platform for underpinning all development work of the school.</p> <p>■ The headteacher is in her fourth year in post. She is committed to inclusion and developing a 'can do' attitude in children to give them a positive outlook in life and provide them with the best possible life chances. She is supported well by the depute headteacher and staff in promoting this across the school. Staff are very inclusive in their approach and value the progress and wellbeing of all learners. The socio-economic background of children attending the school is well known and staff show a strong commitment to ensuring positive outcomes for them.</p> <p>■ The school improvement plan (SIP) is focused on the priorities within the National Improvement Framework and is well matched to the ambitions of the school. The priorities are informed through the results of the school's self-evaluation processes and selected from local authority priorities and from national priorities. Staff have involvement in identifying priorities for the SIP and, in this way, feel ownership of the plan and involved in the process of change. Children increasingly have a voice in the school and generally feel that their views are listened to and taken on board. However, there is scope for parents and partners to become more involved in shaping school improvement. In this way, the priorities in the SIP would be further informed by self-evaluation processes.</p> <p>■ There is an effective professional review and development (PRD) process within the school. It is clearly linked to the General Teaching Council for Scotland (GTCS) standards. Staff show commitment to increasing their capacity through engagement in their own professional learning. Professional learning is linked well to achieving priorities in the SIP and to staff's</p>	

personal development. There is an expectation that professional learning is to be meaningful and have an impact. Staff are required to reflect on the value of the professional learning and the impact it will have on children's learning. This is helping to support the process of change.

- Staff speak positively about the encouragement that they are given by senior leaders to assume leadership roles in a diverse range of areas across the school. These have included roles such as literacy champion, numeracy champion, P1 pedagogy lead and early years' transition lead. Several staff have been supported to participate in local authority-led leadership development programmes. Collaboration between staff across St Fergus' Primary School is an effective feature of the leadership of change.
- The headteacher has encouraged innovation with the recent development of 'show me what you know' classroom visits. This involves senior managers, peer teachers and children, in trios, using challenge questions from *How good is our school?* (4th edition) to speak to pupils about their learning. They subsequently visit classes, observe learning and share their findings with teachers. This has been well received by teachers and has led to positive changes in aspects of classroom design and practice. Pupil voice has featured strongly in these suggested changes. This has been a positive development within the school and has the potential to support the school's aim to develop a consistency of high-quality learning and teaching across all classrooms as it becomes well established.
- The school is developing children's leadership skills well across the school. Opportunities include house captains, head boy and head girl, digital leaders, eco committee, Spanish Ambassadors, Mini Vinnies, library monitors and buddies.
- The school has benefited from resources and the philosophy promoted through involvement in the Scottish Attainment Challenge (SAC) Schools Programme over the last three years. It has been able to access staff training and resources which have supported the development of children's literacy skills. The involvement has further highlighted to staff the need to ensure equity and close any attainment gap.
- In recent years, there is evidence of the impact of change and signs of improvement in areas such as the learning environment, aspects of the curriculum, culture of self-evaluation and team working among staff. There is still, however, headroom for improvement in children's attainment across all curriculum areas, stakeholder involvement in shaping school improvement and curriculum development. For example, there is scope to develop the Developing the Young Workforce (DYW) agenda further. The development of an agreed and shared skills framework across the school would be a positive step in moving this forward.

## 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

- Overall, the quality of learning and teaching across the school is good. Staff have created a positive, nurturing and supportive environment for learning where children are respected and valued as individuals. Almost all children who responded to the pre-inspection questionnaire told us they feel safe and secure and this enables them to confidently engage fully in their learning. Relationships between staff and children are positive and nurturing and, overall, children behave well.
- Children are provided with many opportunities to develop as independent learners and play an active role in the school and wider community. They regularly take on leadership roles through the various pupil groups. This helps them to develop leadership skills. The majority of teachers seek out and listen to children's views about what they would like to learn. There is scope to build on this good practice and ensure a greater consistency across the school in approaches to how children lead their own learning.
- Children experience a variety of opportunities to work individually, collaboratively in pairs and in small groups. Almost all children are engaged in their learning. They are motivated and enjoy their learning within a stimulating learning environment both indoors and increasingly outdoors.
- Teachers know the children very well and make good use of assessment evidence to enable them to plan appropriate learning experiences. They plan collegiately and respond to the needs of the individual child and/or groups of children.
- At both group and individual level, learners work with teachers to set learning targets and evidence progress in their 'Me as a Learner' folders. This provides a platform for discussing progress between senior leaders, children and parents throughout the session. Within the St Andrew's Cluster, teachers have agreed on a shared understanding of what would be suitable for a quality body of evidence to be used to support assessment judgements. This information is gathered and utilised on a regular basis and it forms the basis of attainment discussions with senior leaders.
- Children are keen to share what they have learned with one another and they are confident when talking about their tasks and activities. As a result of these regular opportunities to talk about their learning, they are becoming more confident in discussing what they have done well and what they need to improve. Children are becoming increasingly accomplished in using electronic profiles to record their achievements across the school.

- In almost all classes, there is evidence of a variety of teaching approaches including active learning, whole class lessons, group and paired work, independent learning and the use of games. The learning environments are well organised, bright and stimulating and display a variety of pupil work from across curriculum areas, which supports children in their learning. A few children did report that the open-plan nature of the classroom areas is not always conducive to their learning at times. They find that sound from other teaching areas can distract their learning at times.
- Overall, staff provide clear explanations during their teaching. In all lessons observed, teachers shared learning intentions and, as a result, children are clear on the purpose of their learning. There is scope to involve children more across the school in identifying success criteria and ensuring these are more closely matched to the intended learning.
- Most teachers use varied questioning techniques to check understanding and build on prior learning. In a few observed lessons, staff used higher order questioning to extend learning. This good practice should now be developed and applied more consistently.
- In most classes, children are provided with a range of oral and written feedback to give them an understanding of their progress in learning and how their work could improve. Teachers should continue to work on the quality of the feedback provided to ensure that all children are clear about the agreed strategies that they will use to achieve their targets.
- Across the school, teachers are increasingly using approaches such as self and peer assessment to enable children to reflect on, and evaluate, their own learning. Teachers are using the information gathered to monitor how well children understand their learning.
- The school has participated in valuable inter-authority moderation activities with staff making visits to other establishments to share good practice and moderate children's attainment in reading. This has been extended to writing at cluster level in the current school session with plans to use the same approach to moderate attainment in numeracy next session. As a result, teachers are increasingly gaining in confidence when making professional judgements about the achievement of a level within Curriculum for Excellence for literacy, numeracy and health and wellbeing (HWB). They use a range of assessment approaches, including standardised assessments, to inform teacher professional judgement within Curriculum for Excellence levels. National Benchmarks and body of evidence folders are used to support professional judgements in literacy, numeracy and HWB. The school should continue to develop staff confidence in analysing and interpreting data and extend their use of National Benchmarks in all areas of the curriculum to help inform professional judgements and predictions about national levels of attainment.
- Staff plan collaboratively to ensure lessons are engaging and effectively resourced. Planning has been reviewed to ensure workload is proportionate and not over bureaucratic. Planning and tracking meetings provide an opportunity for class teachers and the senior leadership team to discuss strategies, interventions and next steps for all pupils particularly those requiring challenge or support. Staff are well aware of which children face additional challenges and provide effective additional support. Pupil support assistants are timetabled very effectively providing a balance of direct support to individual and groups of pupils.
- In a few lessons, staff need to plan at a brisker pace and provide an appropriate level of challenge for individuals and groups within the class to ensure that the learning activities are well matched to the needs of all learners.

- Staff are developing a growth mindset with children and this is resulting in an improving 'can do' attitude and increasing children's self-confidence throughout the school. The school should build on this success and take forward its plans to develop the curriculum to enhance children's skills for learning, life and work to raise pupil aspirations for lifelong learning and future careers.
- Across the school, digital handheld tablets have recently been introduced and are being used to good effect to support and enhance pupil engagement. There is scope, however, to improve the use of digital technologies to enhance learning further across all stages in the school.

## 2.2 Curriculum: Learning pathways

- Flexible learning pathways, based on the experiences and outcomes, have been developed for literacy, numeracy and HWB. The principles of curriculum design are evident in the work of individual classes and this is helping to ensure clear progression in the core skills and knowledge across the levels of Curriculum for Excellence as children move through the school. The school should take forward its plans to align its own progression pathways with the National Benchmarks for literacy and other curricular areas.
- Teachers plan and deliver a curriculum, which embraces the four contexts for learning. Opportunities for personalisation are evident. Children's achievements are recognised at regular assemblies and celebrated through awards and displays around the school. Across the school, children are developing their skills well in the four capacities of Curriculum for Excellence through a wide range of experiences and learning contexts. Most children can talk confidently about skills they are gaining from these experiences.
- Across the school, children are taught digital learning skills discretely as part of a planned, progressive technologies programme. They also have access to a range of digital devices to use in lessons, in the playground and during outdoors learning. For example, digital handheld tablets and floor robots. In all classes, electronic profiling is used effectively to support self and peer assessment and this is motivating children to record, share and evaluate their learning. The school should continue to develop its approach to digital learning to ensure all children have increased opportunities to enhance their information and communication technologies (ICT) skills across the curriculum more effectively.
- Children have an increasing number of appropriate opportunities to learn in a range of outdoor contexts. The school should continue with its plans to further develop outdoor learning.
- The school's approach to interdisciplinary learning (IDL) involves the children in planning and identifying opportunities for personalisation and choice, which is improving their engagement in their learning and their knowledge of themselves as learners. Increasingly, teachers at all stages are developing a shared understanding of IDL and how to develop this as an important context for learning. Staff need to develop further their shared understanding of what progression looks like across all curricular areas. The whole school approach to IDL needs to be more specific in tracking previous and future learning to ensure that children's knowledge and skills are built appropriately over time.
- Across the school, children receive a broad and balanced curriculum, which gives them access to their entitlements within Curriculum for Excellence. The curriculum rationale for the school ensures all staff have a clear shared understanding of what the school is trying to achieve across all contexts of learning. The school should build further on the unique features of St Fergus' context and how this influences curriculum developments.
- There is a comprehensive, well-planned programme of transition arrangements in place both from early years into P1 and from P7 to St Andrew's Academy. At the early years' stages the appointment of an early years' transition teacher has helped ensure the success of the transition process.

## 2.7 Partnerships: Impact on learners – parental engagement

- The school is attempting to increase parental engagement in children's learning. Staff provide a range of opportunities for parents to learn about the work of their children, including workshops and resources to support learning. This has included a well attended early years' curriculum workshop and information session where parents could learn more about reading programmes used throughout the school. Almost all parents who responded to the Education Scotland pre-inspection questionnaire feel the school gives them advice on how to support their child with their learning and most report the school organises activities where they can learn together with their child. There is scope to widen the range of strategies used to engage parents in their child's learning.
- The school communicates effectively to parents through the school website, email and at regular reporting periods throughout the year. Almost all parents who responded to the Education Scotland pre-inspection questionnaire feel that they receive helpful, regular feedback about how their child is developing and learning at school.
- The Parent Council (PC) would benefit from increasing its membership to be more representative of families across the school community. A few parents who responded to the pre-inspection questionnaire expressed an interest in joining the PC but cannot attend the meetings that are currently held during the working day.
- The school has plans to extend the use of the electronic profiling tool so that parents can access this. This would be a positive step and enable parents to engage further in dialogue with children about their learning.
- The school has also worked with partners to support work with parents. One successful example has been the work with the adult literacies group to offer a weekly Pizza Reading programme. This provides parents with an opportunity to join their children on a weekly basis to provide the space and time families to read, learn and have fun together through the medium of books.

## 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

- The vision, values and aims promote respect in a very inclusive school, which strives to ensure that everyone feels that they are valued and treated fairly. There is a strong commitment to children's rights. Positive relationships, built on mutual respect, are evident between staff and children and the wellbeing of every individual is paramount. The school has worked hard to build strong partnerships with parents and partners to ensure that children are well supported to achieve and know who to turn to if they need support. Staff understand their role and responsibilities in supporting the health and wellbeing of all learners.
- Children show respect for each other and senior pupils support younger children in their roles such as Spanish ambassadors or P1 buddies. Children are able to show care and concern for their community through helping address issues affecting it through involvement in Mini Vinnies.
- Almost all children, who responded to the pre-inspection questionnaire, say that they feel safe and cared for in school and can identify someone they would talk to if they had concerns. Staff are committed to ensuring improvements in children's wellbeing. Staff and partners have created an environment where children feel listened to and secure in their ability to discuss personal and sensitive aspects of their lives. All children complete a wellbeing web with their class teacher on a termly basis. This ensures that every child has the opportunity to talk about how they feel with regards to being safe, healthy, achieving, nurtured, active, respected, responsible and included, both in and out of school. Children are confident in talking about how they feel and are able to talk knowledgeably about what the wellbeing indicators mean for them. For example, they can give examples of when they feel safe and included and talk about their achievements.
- Whole school assemblies and a well-planned HWB programmes help children understand the risks associated with social media and the importance of exercise and healthy eating. Almost all children are able to articulate how they can make choices that help keep them healthy. The school promotes physical activity to all children as a way to take responsibility for their own wellbeing. This can be through taking part in the 'Daily Mile', after school clubs, play leaders and other community-based sport opportunities.
- The school's development of a growth mindset across all stages and the promotion of a 'can do' attitude has given children a sound understanding of resilience and the strategies they can use to develop their own skills in this area.
- Children are learning about mental health and wellbeing, part of which is the 'check-in' where children know they can safely let an adult know how they are feeling. They are confident that staff will take a sensitive approach in following this up if necessary. Additional support is offered should this be required. This can take the form of participation in a programme such as

Seasons for Growth run by the home link worker, which supported children who have experienced significant loss or change. It can also take the form of individualised support with bespoke playtime or lunchtime arrangements.

- There are a wide range of opportunities for children to be active participants in the life of the school and express their views in a school group or committee or develop leadership skills through taking on a position of responsibility. Such examples include serving on the pupil council or eco committee or becoming a peer mediator or digital leader.
- The school is working very well with a range of partners to build positive relationships in its community. Children and their families benefit from the network of support that is made available to them. The collaborative approach taken by the school and partners is helping to address the needs of children to enable them to make the most of their learning in a nurturing environment. Partners speak highly of the approach taken by the school to engage their services when required and to support and guide families toward projects and initiatives that could offer specific assistance.
- The school works well to ensure the dignity of children and their families is respected whilst also ensuring that children do not miss out on opportunities and experiences because of any existing financial reasons.
- Staff encourage and promote positive relationships within the school community and all have been trained in de-escalation strategies so that incidents are dealt with promptly and in line with the school's anti-bullying and positive behaviour policies. These policies are reviewed and evaluated regularly by the headteacher and staff. Staff, parents and pupils are reminded of the school's approach frequently via information sessions, newsletters, school website, class lessons and focused assemblies.
- Inspectors raised two health and safety concerns with the local authority that require attention. One is regarding internal ceiling tiles across the school, which become dislodged easily and fall to the ground. The other is the complete absence of any painted road markings on the road directly in front of the school. These two issues have not been under the school's control so inspectors have not taken these into account when considering the overall evaluation of this quality indicator.
- The needs of care-experienced children are prioritised and school staff work very well with partner agencies to support and encourage their physical, social and emotional wellbeing. All care-experienced children have a Child's Plan and, when required, will have an individual educational programme (IEP) element. The school has been advised that it needs to record the result of the discussions that have taken place with regard to whether a co-ordinated support plan (CSP) is required for each care-experienced child.
- All staff engage in regular professional learning which equips them with the up-to-date knowledge and understanding of local and national priorities with regards to the wellbeing and rights of children. All staff are aware of their duties with regard to child protection and receive annual update as appropriate.
- The main duties under the Health Promotion and Nutrition Act are being fulfilled.
- The nutritional analysis provided by catering services requires further work to demonstrate how well provision meets the relevant standards.

- The school has very good procedures in place for supporting children's learning. Staff know children very well and have a very good understanding of their strengths, family circumstances and support needs. Pupil support assistants support children very well and have benefitted from a range of training to help them manage and support the varied needs of the children in St Fergus' Primary School.
- Children requiring additional support receive the necessary help to ensure they progress in their learning. Their progress is tracked and monitored through the school's staged intervention approach, which is well structured to consider the needs of children and identify appropriate interventions and support. Termly additional support needs (ASN) conversations between the depute headteacher and classroom teachers identify individual children's needs appropriately and put support in place to meet these needs. Regular Extended Support Team (EST) meetings take place and consider the views of staff, parents, appropriate partners, including home link, speech and language therapy (SALT) and educational psychologist and the pupils themselves to plan and set specific targets for individual children. A clear action plan outlining targets and responsibilities is established and regularly monitored for impact.
- Children requiring additional support have an IEP as appropriate that is shared with parents and reviewed regularly. Pastoral transitions are well planned and there is enhanced transition for children as required. A wide range of partners support this work effectively.
- Staff have created a very inclusive environment in which all children have equal opportunities to participate in out-of-class activities. The school's work towards developing a rights-based approach to learning is resulting in children developing a sound understanding of equality and diversity. Opportunities to make the very best use of local community experiences and resources should continue to be developed. Practitioners should also continue to promote children's awareness of the diversity that exists within the wider community.

### 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

■ The overall attainment in literacy and numeracy is good. The majority of children, including those requiring additional support with their learning, are achieving appropriate Curriculum for Excellence levels and a few are exceeding these. Most children, including those requiring additional support with their learning, are making good progress from their prior levels of attainment. Inspectors observed learning, sampled children's work, engaged with groups of learners and looked closely at data and assessment information. The inspection team is confident that the data provided by the school accurately illustrates children's progress.

#### Attainment in literacy and English

■ Overall, children's attainment in literacy and English is good. Data provided by the school shows that in June 2018 by the end of P1, most children will have achieved early level reading and listening and talking and the majority will have achieved writing. By the end of P4, the school predicts that the majority will have achieved first level in reading and writing and most in listening and talking. By the end of P7, the majority will have achieved reading, writing and listening and talking.

#### Listening and talking

■ Attainment in listening and talking across the school is good and children are developing and applying their skills well across their learning. For example, in interactions with others through class presentations and co-operative group work.

■ At all stages, most children can speak confidently when sharing their views and opinions, and in contributing to class discussions.

■ Almost all children listen attentively to teacher instructions and show respect when listening to their peers. At early and first levels, most children talk clearly when sharing their feelings, ideas and thoughts. Most children at early and first levels can respond to instructions and ask questions, which demonstrates understanding related to their learning. Most children at first level, take turns and contribute at appropriate times when engaging with others.

■ At second level, most children are able to contribute a number of relevant ideas, information and opinions when engaging in group discussion.

## **Reading**

- Overall, attainment in reading is good.
- Children at the early level are developing their phonic skills well and can sound out and blend words, apply skills and use fun games to practise their letters, words and phrases. They are increasingly using their knowledge of sight vocabulary to read familiar words in context.
- At all stages, children are benefiting from the focus on reading within the school improvement plan with children extending their range of formal and informal reading and exposed to more challenging texts. A review of class novels has extended the range of texts available.
- Participation in the First Minister's Reading Challenge has supported the development of reading across the school. Across the school, 'Everyone reading together in class' (ERIC) has increased pupil confidence in reading and has enhanced reading for enjoyment as evidenced in the most recent reading engagement survey.
- Most children working within first and second levels read their class novels aloud with understanding and expression. They can express preference for particular texts and authors and give reasons for their choices. They should now be challenged to give deeper personal responses to chosen texts and justify these appropriately with supporting evidence. Most children at second level, are able to comment on aspects of the writer's use of language, setting and characterisation.
- Across the school, children are increasingly enjoying reading for pleasure and at first and second levels, most children are using their knowledge of language to read unfamiliar texts.
- At early level, most children engage with, and enjoy, different texts and can respond by sharing their likes and dislikes. At second level, most children can respond to literal, inferential and evaluative questions when demonstrating understanding of texts.

## **Writing**

- Overall, attainment in writing across the school is good. Children are developing skills in planning and writing for a range of purposes. At the early level, most children are beginning to write independently, attempting to spell familiar words correctly and use capital letters and full stops. The school should continue to work on emergent writing skills to ensure that all children working at this level are writing independently. At first and second levels, children are given regular opportunities to write at length.
- At the early level, most children are able to use a range of technical skills in their writing, including using capital letters and full stops. They are confident in forming letters and use their knowledge of phonics to form simple words and letters well. At first level, most children can produce pieces of writing which are imaginative, informative and descriptive using appropriate vocabulary and punctuation.
- Children are increasingly applying their skills through independent pieces of writing, working through the processes of planning, drafting and editing. Most children at second level, use appropriate vocabulary to convey thoughts and feelings when developing characters and settings. They are increasingly using relevant ideas and persuasive language to inform and support their arguments.

- Across the school, most children have a good understanding of the tools they need for writing and know how to use appropriate punctuation, spelling and parts of speech. Most children at second level, are writing sentences of different lengths and types and varying their sentence openers. When writing imaginatively and creatively at second level, most are using descriptive vocabulary well to create interesting characters.
- The presentation of written work across the school is too varied. Children would benefit from all staff having higher expectations of their handwriting and presentation of their work.

### **Attainment in numeracy and mathematics**

- Overall, most children, including those requiring additional support with their learning, are making good progress in numeracy and mathematics as they move through the school. Data provided by the school shows that in June 2018 by the end of P1 almost all children will achieve appropriate Curriculum for Excellence levels in numeracy and by the end of P4 and P7 the majority of children will achieve first level and second level respectively. A recent school focus on arithmetical leaning at the early level is having a positive impact on children's understanding of number processes. Children from the early stages onwards are able to make use of a range of strategies to solve number problems. The school recognises that there is a decline in first level and second level figures and can articulate the reasons for this. Smaller cohort numbers exacerbate this. Senior managers are confident that due to the employment of new approaches to teaching of numeracy and mathematics this will be addressed.

### **Number, money and measurement**

- Children working at early level can sort coins up to 10p. A few can add coins together to correctly make the sum of 10p. Most children working at first level can identify different instruments for measuring time. Most can relate the relationship between seconds and minutes and can estimate how long a minute would take. Children working within the first level, are able to calculate change from a given sum of money appropriate to their stage. A few need further practice in this to ensure that they can do this in a more timely fashion. Children working at second level at P7 are confident in expressing time in 24-hour notation. They can quickly and accurately perform mental calculations of addition, subtraction, multiplication and division. They can demonstrate a secure knowledge of simple fractions. All are confident in identifying units of measurement they would be expected to engage with and can convert fairly easily from one to another.

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

- Children working towards achieving first level, are able to identify and name a range of simple 2D shapes and 3D objects. A few can describe properties of these well. All are able to identify types of angles within simple shapes. Children working towards achieving the second level at P7 are able to calculate the perimeter of a variety of shapes but are less confident in working with area and volume.

### **Information Handling**

- Across the school children are encouraged to gather information, present it in tables and graphs and analyse information appropriate to their stage. Children predicted to achieving second level soon are familiar with a suitable range of graphs. They would benefit from exploring ways to use digital tools to record and organise data. They are not yet familiar enough with spreadsheets and databases.

## **Problem solving**

- Across the school, children are encouraged to solve problems in groups. They would benefit from being taught strategies for problem solving. None of the children inspectors spoke with could suggest any problem solving strategies.

## **Attainment over time**

- Curriculum for Excellence attainment data was provided for literacy and numeracy for the last two years. The school is not yet in a position to provide such data for other curriculum areas at the current point in time. The school recognises that its attainment data for literacy and numeracy is becoming more reliable as teachers become more confident at making robust professional judgement about achievement of a level. The school should continue to work towards gathering Curriculum for Excellence level data for other curriculum areas using National Benchmarks to support it with this work.

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

- Children across the school are developing the four capacities well through a wide range of experiences and learning contexts. Children have taken on leadership roles and responsibilities in their class and school through involvement in whole school committees and action groups. They are able to voice their opinions on how to improve the school through avenues such as the eco committee, pupil council, or through attending a golden ticket tea party. The school regularly celebrates children's achievements both in and outside of school well such as through inclusion in monthly school newsletters, at weekly assemblies and in the website. Children have participated enthusiastically in a range of after-school activities that have included homework club, café REST, football and dance. They have developed a strong social conscience working with community partners such as the Falcan Day Centre. The school is tracking children's achievement both in and out of school. Commendably this involves children themselves gathering evidence of their achievement. This requires further development however; to ensure that children become even more aware of the range of skills they are developing through these achievements.

## **Equity for all learners**

- The school has a valuable and manageable tracking system in place and regular tracking meetings between senior leaders and teachers take place during the year. A range of data such as Scottish Index of Multiple Deprivation (SIMD) datazone residence, attendance, teacher's professional judgement on progress, attainment in standardised tests are recorded to help staff plan interventions and evaluate any impact. This data also helps to support and focus discussion on ensuring equity and identifying and closing any attainment gap.
- The headteacher and staff know children and their families well and understand the school's socio-economic context. They are committed to inclusion and this is reflected in the low exclusion levels, which have been consistently lower than national averages. The school works hard at trying to promote high attendance levels to try to avoid gaps in children's learning and ensure that all children can achieve as highly as possible.
- Pupil Equity Funding (PEF) has been used to maintain staffing positions which were initially funded from the SAC Schools Programme funding. It has therefore been targeted for the development of children's literacy skills. The headteacher has plans for using further PEF for securing an inclusion support assistant, which would support further the development of children's health and wellbeing.

## Choice of QI 1.1 Self-evaluation for self-improvement

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

- Under the headteacher's guidance, there is a strong commitment to and culture of self-evaluation across the school. Staff fully appreciate that effective continual self-evaluation is key to achieving the best for the children of St Fergus' Primary School. Self-evaluation is embedded well with staff across the school. Children are becoming increasingly more involved in self-evaluation across the school. There is scope to develop involvement in self-evaluation further across the school community and extend this to include parents and partners better.
- The results of self-evaluation are used well to plan next steps for the school with the aim of raising attainment and maximising the life chances of children. For example, a school focus on developing a growth mindset, P1 pedagogy and improving pupil voice, were identified as a means of raising attainment.
- Staff are developing their skills in gathering and analysing a range of evidence of school performance and comparing this against National Benchmarks for Quality Indicators (QIs) outlined in *How good is our school? (4th edition)*. They discuss school performance collectively across a range of QIs and identify and agree appropriate priorities for school improvement.
- The school uses a comprehensive range of approaches to monitor and evaluate its performance and progress towards achieving its improvement priorities. This includes an innovative way of using a blend of learning conversations with groups of children and classroom visits in a programme mentioned earlier and known as 'show me what you know visits'. In addition, other approaches include sampling and moderating children's work, evaluating teachers' forward plans and analysing data are all used as an effective means of evaluating the work of the school.
- To ensure self-evaluation is collaborative, the school seeks out stakeholder views well. Overall, children, parents and other partners feel that their views are sought, valued and taken into account. However, the school should effectively report to children and parents on how it is taking their views forward. Parents are made aware of the school's priorities for improvement and progress towards achieving them. This is achieved through consultation with the Parent Council and information shared in a helpful annual Standards and Quality Report. Although there are examples of how children, parents and other partners have influenced or shaped school improvement, there is scope for them to do so to a greater extent. For example, in enabling them to become involved in identifying and agreeing the priorities for the SIP.

- Teachers have taken part in moderation activity with early years, primary and secondary colleagues in inter-authority work. The focus was on reading two years ago. This was found to be so successful that the approach was taken forward for writing within the cluster in the last academic year and will be taken forward for numeracy in the next academic session. The moderation activity to date is helping teachers develop an understanding of standards which is in turn supporting more robust professional judgements. Appropriate next steps would be to continue to improve the robustness of professional judgement by using the National Benchmarks further and to extend this work to all other curriculum areas.
- The school is becoming increasingly data rich. Teachers are continuously improving their skills in data analysis. This is helping them to focus on ensuring equity, target appropriate interventions and evaluate impact.
- Teachers are outward looking. They have visited other schools to share practice. We would urge them to continue to do this both within Renfrewshire and further afield. This carefully combined with directed professional reading and reflection on national and international advice and research would equip them well to evaluate any new initiatives, ideas and changes which have been introduced and inform any new practice.
- The results of self-evaluation are used well to inform change and to affect improvement. There are many areas where the impact of effective self-evaluation is evident. This includes raised attainment in aspects of literacy and numeracy, improved monitoring and tracking, improved aspects of the curriculum and an enhanced learning environment.

## Practice worth sharing more widely

## 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.