

**CONFIDENTIAL: Record of inspection findings**  
**St Margaret of Scotland Primary School and Nursery Class:**  
**North Lanarkshire Council: 8357323**

**The Record of Inspection Findings (RIF)**

**Purpose and audience**

- This document (called the 'Record of Inspection Findings' or RIF) is provided to support the headteacher/centre manager in leading improvement.
- The RIF is provided for use by the education authority, headteacher/centre manager and Chair of the Parent Council of the establishment to which it refers. It is a technical document designed to support improvement and careful thought should be given to how it is shared.
- A RIF is not intended to be copied and distributed in its entirety. Headteachers/centre managers and Chairs of Parent Councils should use their judgement in sharing particular sections of the RIF confidentially with others as appropriate to their areas of responsibility and interests.

**Contents**

- The RIF is the set of notes used by the inspection team for the discussion of findings meeting on the final day of the inspection visit. It may also contain information that was not required in the discussion.
- The information in this RIF has been checked and edited to ensure that individual members of staff below appropriate levels of seniority and individual children, or small groups of children, cannot be identified and that it conforms to Scottish Government guidelines on the disclosure of data.
- The RIF is not an exclusive record of all of the evidence which underpins the inspection evaluations as expressed in the published letter, and should not be regarded as such.

**Sources of evidence for the RIF**

- In all inspections, inspectors visit learning activities in contexts appropriate to the establishment. They observe learning experiences and teaching, talk to staff, children and young people about learning and achievement, and other aspects as appropriate to the inspection. Inspectors evaluate children's and young people's achievements in different aspects of the curriculum, using direct observation, sampling of learners' work, and additional data as appropriate to the sector. Inspectors also have a range of professional discussions with staff who have responsibility for managing the educational provision, and other staff as appropriate. They take account of stakeholders' views, including those gathered through pre-inspection questionnaires and discussions with parents and other members of the community, as appropriate to the sector.

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**Sharing the RIF: advice for the Chair of the Parent Council**

The RIF is provided to help the school improve. **You should discuss a strategy with the headteacher for sharing the information.** Please remember that individual members of staff below an appropriate level of seniority and all children and young people cannot be identified. Approaches to sharing might include:

- discussion of priorities within the school improvement plan;
- discussion of budget priorities and resource issues;
- planning of workshops for parents about how best they can support the learning of their children;
- planning of workshops about Curriculum for Excellence and;
- in some cases, discussion of an action plan in relation to points the main points for action contained in the letter.

The RIF is a technical document and while every effort is made to make it as accessible as possible, inevitably there will be acronyms etc that you may not understand. Please ask your headteacher for any clarification you require.

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<b>MI: David Watt</b>	<b>Sector: Primary/Nursery</b>
<b>Date of inspection week: 11 November 2013</b>	
<b>Letter publication date: 14 January 2014</b>	<b>RIF sharing date: 17 January 2014</b>

**Priorities and key activities, in response to scoping meeting**

**Areas for focused attention**

The inspection team followed aspects of the work of the school which arose from the scoping meeting with the headteacher at the start of the inspection. These included:

- Inclusive practices
- Learners' experiences and achievements

**Learning episodes**

In the context of developing literacy, numeracy and health and wellbeing the inspection of the school took account of children's learning experiences at all stages. Children's learning experiences in literacy, numeracy and health and wellbeing were evaluated, including physical education. Transition arrangements were also evaluated.

**Focus groups/meetings:**

- Meetings as arranged by the school across school, language and communication support centre (LCSC) and nursery class including groups of children, parents, staff, partner services and local community.

**2. HOW WELL DO CHILDREN LEARN AND ACHIEVE?**

**QI 2.1 LEARNERS' EXPERIENCES:**

**SCHOOL VALUE: Very good**

**NURSERY VALUE: Good**

**Nursery class(es)**

**Strengths:**

- Children are forming positive relationships with one another and staff and most interact well during play, chatting, cooperating and sharing resources. Those children relatively new to the nursery environment are being encouraged to develop these skills through the ongoing support of adults.
- Most children are actively involved, motivated and engaged throughout their nursery session. Children were observed to sustain interest in chosen activities with a few concentrating for extended periods of time e.g. to complete their play dough recipe and to build their house at the construction site using a variety of tools. During group activities, which are adult led, children are encouraged to share their experiences from home, make predictions, and problem solve through effective staff questioning.
- Children are supported in their learning and development by staff. They plan and record their ideas of what they want to find out in group floor books.
- Children develop their creativity through role play, music and art activities. Regular energetic play outdoors and in the school gym hall helps them benefit from understanding the importance of a healthy lifestyle.
- Children are developing independence at appropriate levels across the designated nursery areas, for example self-help skills in the snack area and learning about risk taking outdoors.
- Children from the assessment class join the nursery for part of their session. They enjoy using different forms of technology, including the computer and smart board which they mostly prefer to play with alone. Timers ensure children move on to experience other areas of the nursery. Outdoors, they are learning various skills, including physical and caring for their environment.

**Aspects for development:**

- Children need to be further involved in planning and reviewing their own learning and in making increased decisions about their learning experiences. Consider further developing floor book planning and involving children more in their Learning Story e.g. what they need to learn next or get better at. Self/peer assessment needs further developed.

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- Review the purpose and impact of some nursery routines. Over the course of the sessions, too much time was spent when most children were passive in their learning e.g. welcome time and when risk assessing the outdoor area.
- Children are more engaged when they have chosen to follow their own interest. A few find the key worker groups too difficult to maintain focus.
- Consider reviewing snack arrangements to include a greater degree of independence.

**Primary stages**

**Strengths:**

- Questionnaire responses from children were very positive with the lowest at 85% for pupil council. Very high positive returns to questionnaire with many children commenting very positively on their teachers. Being treated fairly, adults that help and make sure of good behaviour all at 97%. All others but two were in 90% or more. Many children took the opportunity to remark on how safe they felt in the school and how teachers cared about them.
- In most classes learning intentions and success criteria are shared with the children. In some classes with 'learning circles' at the end of lessons children have the opportunity to discuss what they have been learning and self evaluate their success. In some lessons children are gaining greater awareness of their progress through helping to formulate their own learning intentions and success criteria.
- Children complete Learners Stories and can speak confidently about setting their own targets and assessing their progress using the traffic light system.
- Children in the LCSC enjoy coming to school and children benefit from strong positive relationships among staff and children. Those without language and communication needs feel safe to express their frustrations and know that staff will help, they benefit from a high level of pastoral care from staff. Children from LCSC are very well included in the life of the school. They are actively engaged in and enjoy the purposeful play sessions which provide many opportunities for language development, social development and problem solving.
- Children and staff are active within a community of faith within the school. Staff and children act within Catholic values.
- Children feel safe in school and are treated with respect. The school provides a positive and caring learning environment. Interactions and relationships between staff are very positive and staff work well together. They value team work and share good practice and methodologies.
- Almost all children enjoy school and are motivated and enthusiastic about their learning. They contribute confidently in lessons and are attentive. The children show respect to one another and they are polite and well behaved. They are proud of their school and engage positively with peers and adults.
- Revised behaviour management techniques in the school's 'Good to be Green' system is facilitating consistency throughout the school and support a calm learning environment. Information about children's behaviour is shared with parents each week.
- Children have opportunities to develop leadership skills through their Pupil Committees and by being monitors and buddies.
- Pupils feel they have a voice in the school and they are all members of various pupil forums such as Pupil Council, ECO, Rights Respecting, Garden Club, Enterprise, Bright Ideas, Global Citizens, Fair Trade, Health, Junior Road Safety and Charity. Pupils show a strong sense of responsibility and they take minutes of meetings and record action points. Through involvements like this they gain confidence and self-esteem.
- Throughout the school, and at all stages, children work well with one another in pairs and groups. They can work collaboratively, share resources and take turns. They share their views and understanding with one another and support their views. They are kind and helpful to each other.

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- Pupils are developing well in their understanding of where they are in their own learning. They set targets for their learning and track their progress. This information is captured in their 'Learning Stories'.
- Pupils are focused in their classes and almost all teachers plan activities which encourage and support children in their learning.
- Children benefit from a wide range of out of hours activities which are provided by school staff and partners. Activities include sports, choir, silk painting and jewellery. Children were also practising for their Christmas Nativity play and pantomime.
- Children's higher order thinking skills are promoted well in some classes.
- Staff have begun to take account of children's views on their learning and there are opportunities for personalisation and choice
- Older children spoke confidently about using self and peer assessment strategies to support their understanding of their own learning and to help them identify how they could improve their learning. Children valued teacher oral and written feedback and recognise that it helps them to identify how to improve.
- Children have good opportunities to develop Literacy and Numeracy skills and opportunities are provided for children to apply their skills across the curriculum. For example story writing use topics as a context to promote relevance.
- ICT is used to support learning across the curriculum.
- Target setting for health helps children identify how they can take responsibility for improving their own health and wellbeing.
- All P7 pupils take part in a residential week at Kilbowie and across the school children have opportunities to go on educational outings to support their learning across the curriculum. This includes regular visits to the local library.

**Aspects for development:**

- Children can lead learning more often in classes and across the wider set of after-school activities.

**QI 1.1 IMPROVEMENTS IN PERFORMANCE:**

**SCHOOL VALUE: Good**

**NURSERY VALUE: Good**

**OVERALL QUALITY OF ACHIEVEMENT**

**Nursery class(es)**

**Strengths:**

- Children's achievements are recognised in displays throughout the nursery and within their Learning Stories which include some achievements at home.
- Most children are becoming independent, caring and contributing members of the nursery, who achieve well. Children enjoy and benefit from daily outdoor experiences where they can explore the seasons and develop their physical skills. They make effective use of their outdoor learning to achieve through exploring and investigating their natural environment, for example, growing plants and digging for worms.
- Children recycle paper, food and water and are becoming aware of 'green issues' through their eco involvement. Children support fund-raising for charities, often in partnership with the school. All of these achievements help children to develop as confident citizens, who make a difference both locally and within the wider community.
- Children develop their skills and achieve well out with the nursery e.g. visits to the local library, park and shopping centre. Children also achieve well in a wider sense, through taking part in whole school activities, for example participating in Scottish sports and eating a healthy breakfast during Health/Eco Week
- Children are very respectful of each other and adults. They demonstrate very good manners whilst having snack, when sharing resources and when travelling around the school.

**Aspects for development:**

- Continue to explore ways of involving nursery children further in the life of the primary school. For example, as part of the Pupil Council/Eco Committee.

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**Primary stages**

**Strengths:**

- Children are achieving well and are developing the capacities successfully through high-quality learning in classes and taking on effective responsibilities in classes across the school and the schools' wider community. Children are actively involved in a range of school committees including Fair trade group and eco-group. High numbers of children are engaged in Out of School Hours Learning Programme all of which are tracked and monitored. Some children are leading learning through taking groups in Fun Fours Groups. Children's achievements are captured in their Learning Stories folders recording individual progress and achievements supporting planning and reviewing next steps in learning.
- Children's confidence is growing positively through the supportive environment and the encouragement of staff. They effectively contribute to their school community and wider community.
- All LCSC pupils are developing early reading skills and some are able to talk about phonemes and blending during literacy work.
- Children are developing important attributes and capabilities very well through a range of interdisciplinary topics, whole school initiatives, experiences and responsibilities.
- Children's individual achievements are celebrated at assemblies and evidence is included in their Learning Stories.
- Throughout the school children are developing their leadership skills and taking responsibility for others as members of for example the pupil council, eco committee. They act as responsible citizens in a number of committees and responsibilities in the school.
- Children are given the opportunity to develop their skills further in sport, health and wellbeing and art and design through a very wide range of out of hours learning clubs on offer.
- Children's citizenship skills are developed well through participation in charity works such as links with Nigeria, SCIAF and they raise large sums of money to assist others. Children gain from experiences shared with their link school in Nigeria to develop their global citizenship skills successfully.
- Children are acquiring knowledge of sustainability issues through their eco work e.g. growing their own potatoes which the school catering staff cooked and served to them and they have gained a second green flag award from Eco Schools Scotland. The school has acquired FairTrade status, health promoting school status and has registered for Rights Respecting School status which will further develop children's experiences.
- End of term shows, this year's pantomime and choir performances give children the opportunities to present to a live audience.

**Aspects for development:**

- Across the school not all children have sufficient experiences to develop higher order thinking skills through teacher's effective questioning.
- In LCSC, children are not successfully developing skills in independent learning.
- Children's valuable opportunities for wider achievement should be audited to identify pupils at risk of missing out and other aspects of identity to ensure equity.
- Some children do not experience consistency and best practice in the schools in terms of the effective use of learning intentions and success criteria.

**OVERALL QUALITY OF ATTAINMENT AND PROGRESS**

**Standards of attainment over time.**

**Nursery class(es)**

**Strengths:**

- Most children apply literacy and numeracy skills well across different aspects of their learning and are making good progress. Those who require additional support in their learning are also making appropriate progress.

**Developing early literacy and language across learning**

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- In literacy, most children communicate well with each other, staff and visitors. They talk confidently about their learning, activities and interests including favourite cars and a variety of dinosaurs. A few ask relevant questions to find out information and most listen well to instructions and explanations from adults.
- Children enjoy looking at books in the very attractive book area. A few were observed to 'read' stories, interpret picture clues from simple recipe cards on how to make dough and also from pictures and symbols around the nursery. Most children show a keen interest in early writing, mark-making and in the purpose of writing. A few children recognise their name in print and practise 'having a go' at writing it. A few children enjoyed experimenting with mark-making for extended periods of time e.g. when writing on top of dotted guide lines and making an invitation to a ballet performance. Children from the assessment class enjoy watching and listening to favourite stories on the smart board. They communicate well with staff and a few interact with peers during play. These children are developing control of writing tools and, with encouragement, mark make in a variety of areas across the nursery.

**Developing early numeracy and mathematics across learning**

- Children use skills in early numeracy and mathematics well across the nursery. Most can orally recall numbers to 10. A few older preschool children recognise, sequence and understand quantity to 20. Almost all children, including those from the assessment class, recognise simple shapes and patterns and understand positional language. A few are developing an understanding of the properties of shape. Most compare sizes using mathematical language such as bigger and smaller. In the water tray, children explore volume along with colour and shape.
- Children are developing an understanding of time through recognising routines and the order in which they take place. During welcome time, most recite the days of the week in order and are learning the months of the year. This does not require reinforcement every day.

**Developing health and wellbeing across learning**

- Children have a good awareness of what a healthy lifestyle entails, for example, foods that are healthy and ways of keeping fit.
- Almost all children are learning to assess and manage risk including the safe use of tools, keeping themselves safe in outdoor play and recent fire safety relating to bonfire night. They are also aware of the importance of road safety.
- Most children are developing appropriate gross and fine motor control across a range of interesting activities. Those children from the assessment class are ably supported by staff to develop these skills.

**Aspects for development:**

- Continue to develop children's skills in early literacy and numeracy. Ensure well judged use of basic knowledge and skills as warm up group activities.
- The pace of the nursery session and pace of planning the learning need to be brisker. When children have grasped a concept staff need to plan to move the learning on. For example, planners demonstrate particular topics remain the focus for learning for too long. There is headroom for improvements in children's achievement.

**Primary stages**

**Strengths:**

- Attendance has been maintained at a high level given the context of the school.
- The school does not exclude children.
- The school has achieved its 2<sup>nd</sup> Eco Green Flag and has been awarded Health Promoting School and FairTrade status.

The following data about children's attainment was provided by the school.

- P1 Stages – 25 children  
Reading 14 developing at Early Level and 11 are consolidating  
Writing 8 developing at Early Level and 17 are consolidating  
Maths 7 developing at Early Level 18 are consolidating at Early Level.

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- P2 Stages - 31  
Reading 15 consolidating at Early Level and 16 developing at First Level  
Writing 19 consolidating at Early Level and 12 developing at First Level  
Maths 8 consolidating at Early Level and 23 developing at First Level.
- P3 - 24  
Reading 7 Consolidating at Early Level and 17 developing at First Level  
Writing 7 Secure at Early Level and 17 developing at First Level  
Maths 24 Developing at First Level
- P4 - 30  
Reading 12 Developing and 18 Consolidating at First Level  
Writing 12 Developing and 18 Consolidating at First Level  
Maths 12 Developing and 18 Consolidating at First Level
- P5 Stages - 36  
Reading 5 consolidating and 5 Secure at First Level and 26 Developing at Second Level  
Writing 3 consolidating and 7 secure at First Level and 26 Developing at Second Level  
Maths 3 consolidating and 6 Secure at First Level and 27 Developing at Second Level
- P6- 21  
Reading 2 Developing, 6 consolidating at First Level and 4 Developing and 9 Consolidating at Second Level  
Writing 3 consolidating and 5 secure at First Level and 4 Developing and 9 Consolidating at Second Level  
Maths 3 consolidating and 7 Secure at First Level and 6 Developing and 8 consolidating at Second Level
- P7 – 29 children  
Reading 1 Consolidating at First Level and 7 Developing, 11 Consolidating and 10 secure at Second Level  
Writing 1 Consolidating at First Level and 5 Developing, 14 Consolidating and 9 secure at Second Level  
Maths 1 Consolidating at First Level and 5 Developing, 16 Consolidating and 8 secure at Second Level
- Attainment figures are based on progress of class groupings subject to discussion with headteacher who monitors progress based on a range of sources.

**Literacy**

- In LCSC, all children are making steady progress at early and first levels in literacy and numeracy. In health and well being pupils are developing a sense of self and are making positive peer group relationships.
- Primary 1 staff take cognisance of learning in the nursery by building on prior knowledge and skills evidenced in pupil's Learning Stories and incorporating an element of learning through play, particularly during maths and literacy sessions.
- Assessment class 1b – children are learning to turn take and listen during conversations whilst working with the speech and language therapist. Children are familiar with the SULP resource characters who help reinforce these important skills.
- Most children are making sound progress with their learning in English Language. Most were making strong progress in knowledge and skills in Literacy and they could apply these skills across the curriculum. There is evidence of clear progression in children's Literacy skills.
- Pupils regularly review their own learning and set their own targets for Literacy. They also engage in planned self and peer assessments, which supports their next steps in learning. This was linked to learning circles during plenary sessions.
- Almost all children talk confidently and there are planned opportunities for children to engage in a range of situations which help them to develop their skills in talking and listening. This includes learning across the curriculum. P7 pupils engaged in a high quality group dialogue in connection with their designs for a children's parliament.



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- Throughout the school pupils talk confidently in pairs, group and class situations.
- All pupils have opportunities to exercise their 'pupil voice' through participation in one of the school's committees. This type of engagement promotes confidence in talking and listening as pupils discuss at committees and share their ideas at assemblies.
- Almost all children listen carefully and follow instructions and are positively engaged in their learning.
- Pupils can write for a variety of purposes and are aware of the importance of writing in different genre. Planning facilitates opportunities for a consistent approach to covering a balance of writing genre. Pupils in the upper school plan their written work in a consistent fashion. Overall written work is very well presented.
- Pupils have opportunities to develop and apply their literacy skills in a range of contexts linked to other areas of the curriculum. For example children's story writing is linked to their topic work. P5 were writing imaginatively about 'Aliens in Cumbernauld' and P7 pupils used their IDL topic '21<sup>st</sup> Century Scotland' as a context for imaginative writing.
- Pupils read for a variety of purposes across the curriculum. Pupils enjoy reading and are aware of how reading supports their learning across the curriculum. For example P6 children had access to a range of books to support their learning about Victorian life and similarly P4 had applied their reading skills in a Viking topic. Throughout the school pupils talk confidently about strategies to support reading.
- Children have opportunities to participate in whole school performances. They are currently practising for their Christmas Nativity and Pantomime.
- The school facilitates opportunities for classes to visit their local library and P1/2 pupils were using this context for their recount writing.
- Children are aware of key aspects of knowledge about language associated with spelling and reading and discuss strategies to support their reading, spelling and comprehension. These strategies are implemented and referred to in classes consistently throughout the school.
- ICT is used effectively to support Literacy learning using a variety of programmes including a progressive spelling programme.

**Numeracy**

- Most were making good progress in most aspects of numeracy. They show good knowledge of mathematical language and terms. They frequently practice their skills in chanting tables and show good recall of their tables.
- Children in P1 are capable of understanding aspects using money in real-life contexts when operating "The Wee Scottish Café"
- At P2 children are able to write their own sums in taking away from 10 successfully.
- At P3 children are able to talk about 3-dimensional shapes in terms of vertices, edges and faces confidently.
- At P4 most children are able to construct 3D shapes, discuss the practical relevance of a range of 3D shapes in everyday situations.
- At P5 are using the smartboard to demonstrate knowledge of coordinates within maths and interdisciplinary learning about Cumbernauld. They are making progress in understanding 12 and 24-hour clocks knowing different aspects of analogue and digital clocks
- Almost all children in P6 are developing knowledge of the use of equivalent fractions. They are confident in sharing and applying fractions.
- At P7 all can apply their knowledge of to and past the hour when utilising bus timetables for Cumbernauld.
- Children know how to apply their skills in numeracy in relevant and real-life contexts.
- ICT is used to support work in maths well through well-chosen applications support effective learning in maths.
- P6 can successfully demonstrate ways of using their bodies singly and in pairs and were able to evaluate and refine their work.

**Aspects for development:**

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- Children use 'Writing across the Curriculum' jotters to capture their written work. The school should consider using a wider variety of contexts to evidence Literacy and in particular writing.
- Teaching staff should ensure a consistent approach, based on a shared understanding, of the use of effective Literacy learning intentions and success criteria.
- Teachers do not always give attention to concepts underpinning maths activities and do not always link to everyday skills for life and work.

**Children's progress and achievement within a broad general education**

**Nursery class (es)**

**Strengths:**

- Children are making progress within the broad general education offered in the Nursery.
- In home role-play a few children are developing a detailed understanding of how to cut and prepare food using real knives and chopping boards. They use the alarm clock to set the time for food in the oven.
- Children are developing an awareness of being safe within the nursery and within their local environment. For example, using cones to section off the construction site, assessing surfaces in the outdoor area and ensuring toys don't become trip hazards. Children are becoming aware of the jobs which people do within their local community to help keep them safe. They know about people who help them, including police, fire-fighters, doctors etc. Through costume role play children act out these roles.
- Most children are developing effective skills in ICT through using the CD player, computers and the smart board which they engage with often, without adult support.

**Aspects for development:**

- Involving children further in planning their next steps on an individual basis will help them make even better progress across their learning.
- Continue to build on children's existing skills across the curriculum. For example in science (magnets) and art and design (transient activity) opportunities were missed to deepen and extend children's learning.

**Primary stages**

**Strengths:**

- Children are making good progress across areas of responsibility of all in the broad general education. These aspects are a strength of the school.
- Children are gaining in confidence in the school. They identify the skills they are developing in a range of contexts and value how teachers encourage them.
- Children are able to show progress in skills in use of ICT. They have access to a range of computers including the recently purchased tablets. They are skilled at working in groups at the computer screen.
- Children at all stages are making progress with their knowledge and understanding of their faith.
- Children at all stages improve aspects of their aerobic fitness through brisk physical education lessons.

**Aspects for development:**

- Continue to extend the scope of Learning Stories and e-portfolio to capture record and specify children's progress with their learning and skills development.

**IMPACT OF THE IMPROVEMENT PLAN**

**Nursery class(es)**

**Strengths:**

- Improvement plan priorities include the nursery class to ensure coherence across the school. Staff are involved in contributing to and evaluating improvements and work closely to improve experiences for children. Nursery staff have volunteered to participate in working parties to develop improvement priorities. This is at the very early stages. Recent changes to whole school approaches to behaviour management are having a positive impact on children's behaviour through the creation and implementation of their Golden Rules.

**Aspects for development:**

- There is scope to increase the focus of priorities on explicitly defining how they are expected to impact on nursery children's experiences and achievement.

**Primary stages**

**Strengths:**

- The improvement plan identifies a range of appropriate priorities to take the school forward. Some priorities have made better progress than others due to difficult staffing issues within the school for a number of years. The school has made progress in parental involvement, religious education in a Catholic school, improving teaching and learning in mathematics and literacy and positive behaviour. Some improvements are very recent since August 2013.

**Aspects for development:**

- Aspects of the improvement plan such as pace of change with taking forward aspects of Curriculum for Excellence and tracking and monitoring have not been taken forward as successfully.
- Improvement plan now needs to provide the agenda for change to mark the school's progress in improving with clear success criteria and also permit a priority for nursery and support centre.

**3. HOW WELL DOES THE SCHOOL HELP CHILDREN TO LEARN?**

**QI 5.3 MEETING LEARNING NEEDS:**

**SCHOOL VALUE: Very good**

**NURSERY VALUE: Good**

**Nursery class(es)**

**Strengths:**

- Staff provide an attractive, stimulating and well organised learning environment both indoors and outside.
- Overall, most children's needs and individual circumstances are well met by staff who provide children with a broad range of interesting experiences. These experiences are recorded in children's Learning Story folders, including photographs and dated examples of their work.
- Nursery staff identify and support children who need additional help with their learning. The use of the staged intervention process is understood by staff and used to deliver the GIRFEC agenda. Parents and relevant agencies are involved appropriately in these arrangements. Support staff ensure those who require additional help with their learning are included and are able to access all learning experiences.
- Staff work well with colleagues from the assessment class and a range of partners, for example, the educational psychologist, speech and language therapist and physiotherapist, to support children who have barriers to their learning.
- Staff provide parents with useful information, including on the curriculum and their children's nursery experiences. Parents like the opportunities to view and add to personal Learning Stories which help inform them about their children's learning. Parental questionnaires are positive about what staff do to help and support their children. Parent's with English as an additional language organise and run their own support group within the school. This impacts positively on their ability to support their children at home, for example, through discussion of their day at nursery.

**Aspects for development:**

- Although most children are making progress in their development and learning, staff now need to ensure children are being challenged by the experiences and activities which they provide. Children spend too long being inactive in their learning when it is evident they are keen to engage in learning opportunities.
- There is scope to involve parents more fully and regularly in their child's learning within the playroom. The nursery has attractive and well resourced Family Fun Bags which are not being used. These would further support home nursery links.

**Primary stages**

**Strengths:**

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**Tasks, activities and resources**

- Teachers choose a good range of tasks to engage learners and deploy these in stations. The tasks are varied and motivating. In maths differentiation was implemented well but not yet in all classes.
- Children respond positively to the set of activities they are asked to undertake within well-structured lessons. Warm up activities are deployed for short bursts of activity at the start of lessons. Teacher exposition is followed perhaps by work at the board then groups of children take responsibility for their learning. Such activities are well-supported by support staff in the classroom making well-judged interventions.
- Staff in the LCSC adapt the learning environment and use a wide range of resources to support the pupils learning and resources are the same for all pupils. Tasks and activities are appropriate to the needs of all pupil and LCSC staff are very skilled in differentiating work for their pupils.
- Teachers are selecting and in some cases producing attractive and well-presented resources to support the range of tasks and activities.
- As a result of the above children are engaged in their lessons in almost all classes, they are motivated to learn and they accept responsibility for their learning and for supporting others. They display skills in independent learning.
- ICT is used in classrooms to engage pupils and support them in their learning. Additional notebooks have been purchased and P7 pupils used them with confidence to undertake research.

**Identification of learning needs**

- Teachers and staff know the children very well. Their knowledge of children's learning needs is arrived through a wide range of sources. They are aware of possible barriers to learning. Baseline assessment generates diagnostic testing for some additional support needs. Progress with reading skills is tracked for children with additional support needs. Teachers are tracking progress on an individual and group basis and support staff identify the level of intervention necessary with staff taking account of levels of needs. Children's Learning Stories are providing a more rounded view of the child and their progress in the school.
- Effective base line assessment is carried out well through a good range of tests against reading skills.

**Roles of specialist staff**

- Learning support teacher operates with a number of small groups to support reading.
- Support assistants work very effectively to support learning in the classroom, working well with groups to support learning and achievement. They also play a key role in a number of specialised approaches including the gross motor skills group.

**Meeting the requirements of legislation**

- Learning stories identify targets for children to make progress with. Well-judged planning at different levels occurs effectively with parents and children well involved in planning and reviewing targets. Good support is offered to children to aid them in participating in the review meetings. LCSC pupils attend their own reviews and are well prepared for this by filling in a 'meeting book'.
- Targets are generally SMART and appropriate.
- Individualised educational programmes are well-judged for the appropriate number of children. Three children have a coordinated support plan.
- Parents are well-informed about their child's learning through parents' evenings, Learning Stories and progress reports.

**Aspects for development:**

**Tasks, activities and resources**

- Tasks can be more challenging for some children. Generally brisk pace is not consistent in all classes. In a few lessons pace was laborious. Teaching staff should ensure there is always

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consistent pace and challenge for all pupils. Children in the LCSC can be passive for too long.

**Identification of learning needs**

**Roles of specialist staff**

- Learning support teacher can consider her involvement in class work supporting aspects of communication and language and in particular writing with the writing groups at the appropriate time.

**Meeting the requirements of legislation**

- School can consider using Learning Stories as a way of sharing Level 1 plans with some children and parents.

**COMMENTS ON TEACHING FOR EFFECTIVE LEARNING**

**Nursery class(es)**

**Strengths:**

- Staff are kind and caring in all interactions with the children. They have created a very attractive and stimulating learning environment where they respond appropriately to most children's needs and interests as they arise during the course of play. They listen to children's views and ideas and provide resources to support them. Staff use their skills in discussion, including questioning, to help children to understand and develop their learning.
- The assessment class teacher plans alongside nursery staff to help meet children's needs during joint sessions.

**Aspects for development:**

- The current teacher has very little experience of working with nursery aged children. She is very keen to further develop her knowledge and understanding of this stage of the early level. She should proceed with plans to participate in a variety of CPD activity including visiting and viewing good practice in other establishments across and out with the local authority.

**Primary stages**

**Strengths:**

- Staff provide a caring, supportive and inclusive environment in the classes. Their choices in tasks and resources offer a stimulating and motivating set of contexts for learning. Children respect and value their teachers.
- Teachers provide well-structured lessons that include warm up and discussion sessions, mental maths warm ups followed by exposition then group work in well-organised stations.
- Staff use a variety of assessment techniques to support learning in the classroom.
- A high number of new teachers are merging in well with good teamwork across the school.
- Teachers are reflective of their practice. They are beginning to be involved in peer activities to promote their professional standards. On an individual or stage basis they share good practice or work with partners to improve aspects of provision.

**Aspects for development:**

- Staff would value planned opportunities to engage in shared peer class visits to share good practice. Senior Managers should facilitate this process and link the process to their improvement planning.
- Staff should have planned opportunities within their establishment and cluster to moderate pupils' work to develop a shared understanding of standards and progress within Curriculum for Excellence.
- In terms of staff the school now requires a period of stability in staffing at all levels. The periodic unsettled aspects of staffing are impacting on the improvement agenda and limiting opportunities to deepen learning across all curriculum areas and attainment over time.

**QI 5.1 THE CURRICULUM:**

**VALUE: Good**

**Nursery class(es)**

**Strengths:**

- Children receive a valuable broad general education based on play. Staff in the nursery and assessment class plan the curriculum using the experiences and outcomes from across all

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curricular areas from Curriculum for Excellence. Broad themes are planned e.g. safety, and children's interests are taken into account. Children help to plan their learning using floor books. These identify prior knowledge and areas of interest the children would like to explore further.

- Staff ensure opportunities to promote literacy and numeracy are provided across the curriculum and are aware of their shared responsibility in ensuring this. In early mathematics, the programme provides good opportunities for children to count, match and sort, know colours and shapes, know a range of number rhymes and action songs, measure, weigh and compare. In early literacy, children have good opportunities to develop their skills in talking, listening, early reading and writing. Staff provide well-developed opportunities for children to identify simple letters and sounds, write their own name, talk and listen well.
- Health and Wellbeing covers appropriate health, hygiene and nutrition issues. Staff support children's emotional needs well, developing their sense of wellbeing and their social skills through play. Children have regular opportunities to develop physical skills in the outdoor area and the school gym hall.
- The curriculum is supported by visits from the local community including the dental nurse, fire service, police, PE specialist and librarian.
- Coming to nursery is supported by a helpful home to nursery transition pack which includes important information on the child, for example, their interests, friends and situations that make them anxious. Transition to school is made smoother through links with the primary school throughout the school year. Older pupils support younger children well in their role as Buddies throughout the induction process and the children's first year in school. These include participation in whole school events, focus weeks and visits to the school gym hall. Children's Learning Stories are shared with Primary 1 staff to help ensure greater continuity and progression in children's learning when they go to school. These Learning Stories are built upon in Primary 1. Three formal induction visits introduce children to staff and class mates and provide parents with important information about the school and the curriculum. Children's early literacy and numeracy skills are assessed during these visits and information gathered is used, along with Learning Stories, when assessing progress following the baseline assessment at Primary 1.

**Aspects for development:**

- In order to improve further continuity for children's learning, staff working across the early level need to work together when developing courses and programmes.
- Staff should review the nursery curriculum with a clear emphasis on the design principles of challenge and depth.
- Evaluations of the curriculum being delivered need to be more in depth and focussed to ensure continued improvement in the range and quality of experiences planned for children and outcomes achieved.
- Continue to develop more opportunities for investigative and problem-solving experiences to further enhance children's skills and thinking processes.

**Primary stages**

**Strengths:**

**Rationale and design**

- The rationale for the curriculum is based on shared values which 'enable every child to attain through quality learning experiences which are carefully planned and structured and which motivate, inspire and develop the potential of the whole child'. The curriculum includes experiences for children to develop their learning in a range of areas and to develop confidence and social skills. Overall the opportunities offered to children assist them towards achieving this aim.
- Children take on roles of responsibility and develop citizenship skills through their work on the Pupil Council, buddying roles, and storytelling links.

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- Teachers are promoting relevance for pupils by making connections across the curriculum. Programmes include clear progression for children in their skills.

**Development of the curriculum**

- Staff are using experiences and outcomes of Curriculum for Excellence to develop approaches to learning and teaching and are developing active learning strategies. Children have opportunities to work independently and collaboratively. Though progress in some areas of developing the curriculum areas have been slow staff have successfully developing good programmes to improve children's skill sin literacy, numeracy and health and well being. Teachers allocate significant amounts of time to towards the areas of responsibility of all.
- The curriculum is based on raising attainment and achievement, enhancing teaching and learning and promoting health and wellbeing, inclusion and equality. It is developing the four capacities in children.
- A recently revised IDL topic planner has been introduced to support Curriculum for Excellence.

**Programmes and courses**

- There is a suitable focus on the development of children's literacy and numeracy skills with programmes in place for this. There are good opportunities for children to develop and apply their skills in other areas of the curriculum through interdisciplinary learning contexts and purposeful play in the early years.
- Children at all stages have opportunities to develop planning and organisational skills during an annual Enterprise Fair in November where they design and make goods for sale. The proceeds are split between charity and school fund.
- Children's learning is enhanced by many visitors to school such as active schools staff, nutritionists, police and visiting scientists.
- A programme of visits to places of local interest including Motherwell Heritage Centre, Palacerigg and those further afield such as Deep Sea World, STV Studios, enhances children's experiences.
- All P7 children attend an outward bound camp at Kilbowie annually.
- Two hours high-quality physical education is planned for each week.
- Children in P6 and P7 learn Spanish each week and children speak positively about their experiences.
- A Health and Eco focus week has been held and a Financial Education focus is being planned for this session.
- Children's work in art and design and technology is displayed throughout the school with 'I can do' statements clearly supporting learning.
- Teachers have developed a wide range of formative assessment techniques which are providing helpful information about children's progress. Children are involved in peer assessment. A range of standardised assessments are used to provide information about children's attainment in mathematics and reading.
- Upper school children have an opportunity to sing in the school choir which performs at outside venues.
- Drama is used effectively during IDL based on the class topic and children can demonstrate skills in role play such as The Victorian Classroom in P6.
- Curriculum opportunities are enhanced by a very wide range of out of hours learning clubs for children to access such as football, relaxation and personal choice, fun fours, fundamentals, art and craft, dance and drama and Spanish. Such groups have a very high level of participation. Children lead activities in groups within the football club.

**Transitions**

- Curricular transition programmes are in place which include visits from secondary school staff to P6 and P7 and joint working is in place through specific projects such as China and the British Red Cross 'refugee camps'.

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- There are appropriate pastoral links with Our Lady's High School to assist children's transition from P7 to S1. Primary pupils also visit the secondary school. A summer school transition programme is in place for more vulnerable children. More moderation needs to be in place based on the key elements of a professional learning community.
- A well-established nursery to P1 transition programme which includes visits and information booklets helps children settle in to P1.
- Planning for transition is a major strength within the LCSC, the DHT has developed a staged and planned process to ensure successful transition both into and out of the LCSC. The service has good approaches to working among specialist and mainstream settings effectively. Their support is valued by mainstream colleagues.
- A wide range of information about individual children is passed to colleagues at times of class to class and school to school transition. Learning Stories are a promising start to personalising planning and learning.

**Aspects for development:**

- Staff now need to develop a clear plan for implementing Curriculum for Excellence in full. Overall the implementation of some aspects of Curriculum for Excellence has been too slow such as moderation of standards and has not had the impact on raising attainment and achievement it could have had. The school should audit its approaches to Science to ensure a progressive, balanced programme is in place.
- Staff need to develop further the curriculum, ensuring depth in learning and build on best practice in interdisciplinary learning.
- Staff should continue to build on ensuring that children are included in planning in an informed way, making decisions in line with the relevant outcomes and experiences to be addressed.
- As identified by staff, more regular use should be made of the immediate outdoor learning environment to enhance learning experiences.
- Extend the use of Learning Stories to plan for personalisation of learning and support. There are some opportunities for responsive planning across the curriculum but pupils should have more opportunities for personalisation and choice.

**4. HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?**

**QI 5.9 IMPROVEMENT THROUGH SELF-EVALUATION:**

**VALUE: Satisfactory**

**Nursery class(es)**

**Strengths:**

- In the nursery and assessment class, staff co-operate very well with each other and contribute ideas at planning meetings. On a regular basis, they discuss and review how well children use various experiences and opportunities which they offer. They reflect regularly on activities provided and implement changes to improve children's learning opportunities.
- Staff involve children in their learning through floor book planning which seeks children's views about what they want to do, what their interests are and where they want to play. The nursery uses questionnaires, event evaluation forms and a suggestion box for parents to put forward their views and suggestions to help improve nursery practice.
- Nursery staff are involved in whole school development. They participate in curricular working parties linked to improvement priorities.
- The head teacher includes playroom monitoring in the annual monitoring calendar. Staff receive useful feedback which helps lead to playroom improvements.

**Aspects for development:**

- Develop opportunities for peer observations for staff working at the early level to allow them to provide each other with supportive and challenging feedback in order to develop their practice further.
- Proceed with plans for appropriate CPD and support for staff new to the nursery in order that they can contribute more to nursery improvement and the quality of children's experiences.
- There is scope to be involved in a range of quality assurance and moderation activities with other early level providers.



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**Primary stages**

**Strengths:**

- Teachers are reflective practitioners and are committed to children's achievement and experiences and working in the classroom to improve engagement of children in their learning. Acting headteacher engages with teachers in their collegiate meetings to discuss successes in experiences and progress of groups of learners. Staff in the LCSC are aware of the improvement agenda and are keen to take this forward.
- Parents have provided initial contributions to a "you said" "we did" display of key points. Acting headteacher is encouraging of parents to be more active in the school, if not yet involved in focused improvement. Parents are supportive of direction of travel. Parents valued the ethos of the school and the approachability of the acting headteacher.
- Self-evaluation focus has been on learning and teaching and led to continued improvement in the practice in classrooms to good effect. Positive behaviour and also approaches to group work have had impact of quality of learners' experiences.
- School has a range of evaluative processes and approaches including a quality assurance calendar and staff are involved in a range of such activities.
- School monitors the extent of engagement in the very wide range of out of school hours achievement. Some broadly effective arrangements for monitoring coverage and experiences gained however this is not always about depth of achievement and outcome gained.
- Teachers are sharing examples of good practice and are making a promising start to working well as a professional learning community.
- Senior managers are engaged in monitoring activities in a variety of ways and now needs to focus on improving achievement

**Aspects for development:**

- Effective self-evaluation and improvement planning do not fully drive improvement and aspects across the school such as curriculum and attainment and achievement are not fully driving impact on change. Some aspects of approaches to self-evaluation lack a robust evidence base and not all staff have contributed, for example, to compiling reports on standards and quality. The improvement plan is not a key driver of change and therefore impact through whole school approaches to self evaluation is limited.
- Ensure more rigorous tracking and monitoring of achievement and attainment building on the aspects of good practice in place at present rather than experiences gained and coverage of experiences and outcomes.
- School is not yet effectively engaged in self-evaluation with partners. The range of shared self-evaluation approaches with other partners is limited.
- Moderation activities are not yet in operation across the school and the cluster and not yet in line with best practice with secondary in particular in considering building on the children's skills in numeracy.
- Career-long professional learning is not fully in place and teachers are beginning to see benefits in whole school approaches.
- Senior managers now need a more strategic approach to self evaluation linking staff professional development to priorities and ensure more peer visits across school nursery and support centre as well as other establishments

**COMMENTS ON LEADERSHIP ACROSS THE SCHOOL TO SUPPORT IMPROVEMENT**

**Strengths:**

- The headteacher knows the nursery very well. She has high expectations about ensuring that children receive the best quality of learning that the nursery can offer.
- Acting headteacher has made a strong positive impact on the school. She has made measured judgements to identify key priorities such as positive behaviour and acted to reinforce the high quality of relationships and confidence in the school among all stakeholders. Children value her interest and care and concern. Staff feel that she is very supportive and respect her judgement as leader. Several teachers new to the school feel very

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well-supported by senior managers. She has a clear vision for improving the school further. Senior managers now need to adopt a strategic view on leadership for continuing improvement, engage in high quality partnership working to support further improvement and extend leadership across the school.

- Depute headteacher is well organised and supportive of staff she has led a positive impact in improving aspects of literacy and more robust arrangements for Support For Learning. The DHT for the LCSC carries out her complex remit very effectively. LCSC staff comment on the high level of support provided by the DHT. They feel that she is very approachable and will give advice if teachers are challenged by the children's additional support needs.
- The recently appointed acting depute, with responsibility for the management of the nursery, is working hard to build relationships with children, parents and staff. She does her best to offer support to nursery staff and is keen to further develop her own knowledge and expertise of this stage of the early level curriculum.
- Acting deputies have a set of extensive remits across the school. They have not yet fulfilled the challenges within these extensive remits successfully.
- Teachers have recently been involved in developing new planning formats collegiately and have ownership of new approaches to planning. They talk positively about how the development of a Teacher Learning Community has allowed them to share good practice.
- LCSC staff have recently been incorporated into working parties within the school although this has not yet been implemented.

**Aspects for development:**

- After the appointment of the new headteacher in terms of developing effective distributed leadership and a successful learning community the school requires a greater degree of stability of staffing.
- Consideration to be given to staff in LCSC and learning support teacher developing further skills and knowledge in communication and language and offering advice and guidance to staff and in the case of the learning support teacher working with children with a wider set of additional support needs.

**Other important evidence**

**Strengths:**

- The nursery has appropriate procedures in place for child protection and dealing with complaints.
- Staff know about the increase in provision to 600 hours but are not certain how this will be addressed.
- All staff and volunteers are aware of child protection procedures.
- Nursery staff are aware of the GIRFEC agenda. Equality and respect are promoted by nursery staff for all children. School is making good use of levels of intervention and are able to assess children against GIRFEC levels.
- School uses a wide set of inclusive practices and take account of the diversity of learners being inclusive of the children in the Support Centre. Curricular programmes include good attention to other cultures including refugees, China and further examples in considering diversity.
- Almost all children feel safe in the school and have great confidence in staff to look after them. They are helpful and kind to each other.

**Aspects for development:**

- Building security can occasionally be comprised as visitors are able to enter doors without recording their entry.
- Surface of the playground is of poor quality; ventilation in toilets is poor.
- A few children are not fully confident that bullying is always effectively dealt with.
- Members of staff and members of staff of partner agencies can on occasional offer inappropriate comments or not always respond positively to children.