

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

2 February 2023

Report by Director of Education

EDUCATION SCOTLAND REPORTS ON MADRAS FAMILY CENTRE AND NEILSTON
PRIMARY SCHOOL

PURPOSE OF REPORT

1. To inform Education Committee of the reports by Education Scotland on Madras Family Centre and Neilston Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland reports on Madras Family Centre and Neilston Primary School; and,
- b) approve the family centre and school's action plan to address the agreed areas for improvement.

BACKGROUND

3. Madras Family Centre and Neilston Primary School are situated in the community of Neilston and are led by the same Head Teacher.

4. Madras Family Centre was inspected by a team from Education Scotland in October 2022. The inspection covered key aspects of the work of the family centre and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our Early Learning and Childcare?*

5. Neilston Primary School was also inspected by a team from Education Scotland in October 2022. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School? (4th edition)*.

6. Education Scotland evaluate up to four quality indicators and provide a short report which details the strengths and areas for improvement. The reports for both the family centre and school were published in November 2022 and are attached as Appendices 1 and 2. They have been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

Madras Family Centre

7. In assessing the indicators of quality in the family centre, Education Scotland found three aspects of the work to be good: leadership of change; learning, teaching and assessment; and raising attainment and achievement. Ensuring wellbeing, equality and inclusion was judged to be very good.

8. The particular strengths highlighted by the inspection team included:

- The warm nurturing ethos throughout the setting, created by senior leaders and practitioners. Children benefit from strong relationships with practitioners who respect and care for them. Children have made close friendships, which are important to them.
- The stimulating indoor and outdoor learning environments, which prompt curiosity and enquiry.
- The dedication of senior leaders and the commitment and resilience of the practitioner team through a period of change. This has ensured children are included, safe and achieving, particularly for those children with additional support needs.

9. This is a good report on an East Renfrewshire establishment, with the evaluations reflecting the department's evaluation of both the quality of provision and the significant disruption caused by Covid-19 pandemic. It is particularly pleasing that the family centre's leadership at all levels was highlighted in the letter to parents/carers as one of the strengths:

- *'Led by senior leaders, practitioners are proud of their contribution to the work of the setting through their leadership responsibilities. These are making a difference to children's wellbeing. They are encouraging families and the community to become more involved with the setting again post pandemic.'*

10. The inspection team identified two areas for improvement:

- Practitioners should continue to engage with national guidance to develop consistently high quality interactions across the team.
- Continue to develop approaches to planning for learning. This will enable children to lead their own learning in greater depth. It will support practitioners to ensure children make the best possible progress.

11. Appendix 3 of this paper includes the school's action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the family centre and leadership team to support its implementation.

12. The letter to parents/carers and more detailed summarised inspection findings are available on the [Education Scotland website](#).

Neilston Primary School

13. In assessing the indicators of quality in the school, Education Scotland found three aspects of the school's work to be good: leadership of change; learning, teaching and

assessment; and raising attainment and achievement. Ensuring wellbeing, equality and inclusion was judged to be very good.

14. The particular strengths highlighted by the inspection team included:

- Enthusiastic and confident children who feel valued and supported. They enjoy learning in Neilston Primary School and are proud of their school.
- The strong culture of teamwork amongst staff. They help each other to develop and improve their work. Their commitment to professional learning and development is having a positive impact on learning and teaching approaches.
- The very effective use of digital technologies to support children in their learning and develop their skills for learning, life and work

15. This is a good report on an East Renfrewshire school, with the evaluations made by Education Scotland reflecting the challenges faced nationally following the Covid-19 pandemic and the department's evaluation of the quality of provision. The school's nurturing and inclusive ethos was particularly noted in the letter to parents/carers as one of the strengths:

- *'The positive relationships across the whole school community which are based on the school values. Senior leaders and staff know children and their families well and work effectively with the local community. They support and create a nurturing environment and an inclusive ethos.'*

16. The very effective approaches to digital learning, combined with teachers' commitment to professional learning which was crucial in supporting remote learning during school closures in 2020 and 2021, was also noted as a strength. It is pleasing that these approaches have continued to be developed and are supporting children well.

17. The inspection team identified two areas for improvement:

- Develop clearer strategic approaches to lead the direction and pace of school improvement activities, with a focus on improving learning outcomes for children.
- Continue to develop consistent approaches to learning, teaching and assessment to ensure that learning is set at the right level of difficulty for all children.

18. Appendix 4 of this paper includes the school's action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the school and leadership team to support its implementation.

19. The letter to parents/carers and more detailed summarised inspection findings are available on the [Education Scotland website](#).

20. Education Scotland will make no further reports in connection with the inspection of Madras Family Centre and Neilston Primary School.

21. The Quality Improvement Service will revisit the family centre and school within 2 years of the date of publication to review the impact of the family centre and school's improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

22. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

23. Education Committee is asked to:

- a) note and comment on the contents of the Education Scotland reports on Neilston Primary School and Madras Family Centre; and,
- b) approve the school and family centre's action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
2 February 2023

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Appendix

1. Education Scotland report on Madras Family Centre, Nov 2022
2. Education Scotland report on Neilston Primary School, Nov 2022
3. Madras Family Centre Action Plan
4. Neilston Primary School Action Plan

Appendices

<https://education.gov.scot/media/ckjbdjwu/madras-family-centre-ins-291122.pdf>

<https://education.gov.scot/media/0akdmla3/neilston-ps-ins-291122.pdf>

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Summarised inspection findings

Madras Family Centre

East Renfrewshire Council

29 November 2022

Key contextual information

Madras Family Centre is part of the Neilston and Madras Learning Campus. The family centre and primary school are managed by the same headteacher. A principal teacher has responsibility for the family centre and Primary 1. The school, family centre and St Thomas's Primary School will move into a new building together in 2024. This is currently being constructed around Neilston Primary School. Children from Neilston, Uplawmoor and Barrhead attend the setting.

The setting provides 1140 hours of early learning and childcare for children aged two to five years of age between 8 am and 6 pm. A range of placements provides families with sessional, full day, term time and 52 week provision. The practitioner team has increased and changed significantly through the move to 1140 hours. The nursery teacher and senior practitioner are relatively new in post. The setting has experienced significant disruption in the first months of 2022 due to COVID-19 related practitioner absence.

At the time of the inspection there were 26 practitioners, one full time teacher, a depute head of centre and a senior practitioner. The setting is registered for 95 children at any one time. There are currently 133 children on the roll.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Senior leaders have ensured that practitioners across the family centre and Neilston Primary School share the same vision, values and aims. They are skilled at focusing on improving outcomes for all children attending the setting. Senior leaders' care and compassion has sustained the work of practitioners through times of change and challenge. They demonstrate, through their actions, that they are committed and responsive toward their family centre community.
- The move to providing 1140 hours of early learning and childcare for children aged two to five has brought significant change to senior leaders and practitioners. Children attend on different patterns and the practitioner team has increased considerably in number. Taking forward these changes continues to be a focus for improvement. Senior leaders and practitioners adapt and make changes as necessary to ensure children and their families make full use of the provision.
- Senior leaders and practitioners experienced challenges at times in sustaining enough practitioners as a result of COVID-19. This has affected plans they had in place for continuously improving their work. More recently, senior leaders and practitioners reviewed these plans and improvement activities are underway. For example, enhancing the outdoor area further and enriching children's early mathematical skills. Many of the activities involve parents and the community to ensure they are involved fully. At all times, senior leaders and

practitioners maintain their focus on ensuring children are safe and cared for. They show dedication to their work and resilience during times of challenge.

- Practitioners proudly take responsibility for leadership tasks, which they know will improve the quality of children's learning experiences. For example, interventions to support children's confidence in listening and talking. They are building important skills in leading others through change. Practitioners readily seek out relevant research and link with key partners, which will support them to be successful. They use their skills and talents well as they work alongside their colleagues.
- Senior leaders and practitioners are progressing improvement tasks in a measured way. They are trying out initiatives with smaller groups of children and families and evaluating their success. This is helping senior leaders and practitioners find out the benefits to children and families and if their approaches are sustainable in the longer term. Improving children's progress in early language and communication and early mathematics are a continuing focus for practitioners.
- Senior leaders and practitioners work well together. They are continuing to use national practice guidance including 'Realising the Ambition: Being Me' (2020) to evaluate their work. It is timely for senior leaders, as planned, to re-establish more formalised mentoring and the modelling of practice for the practitioner team. Practitioners would benefit from opportunities to receive support and challenge through professional review. This would help facilitate greater consistency in learning and teaching approaches throughout the setting.

2.3 Learning, teaching and assessment**good**

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

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

- There is a welcoming ethos in the setting. Children are confident in their environment and are encouraged to develop independence. They make choices from a variety of well-presented learning experiences and most engage fully in their learning. Children have time and space to sustain and revisit their play. They are happy and secure, interacting positively with each other.
- Practitioners know children and their families very well. Across the age groups, children benefit from practitioners' warm and supportive interactions.
- Children are keen to speak to their friends and to adults. They willingly share thoughts and ideas. From the youngest children onwards, children have opportunities to engage with role-play, books and stories and mark-making experiences. Children explore early mathematical concepts, particularly in construction and exploratory areas. They demonstrate an interest in applying their skills as they play. Practitioners lead focused group times and targeted interventions well to help children talk and work together.
- Children make good use of sensory experiences such as a sand area on the floor, where children step in with bare feet. This is helping them learn new words and express their feelings. Natural materials and loose parts are incorporated very well into play spaces. Practitioners have organised these materials carefully to promote meaningful learning.
- Children enjoy digital learning through, for example, using large touch screens and programmable toys. Practitioners share tablet computers with children to access information in all areas of the setting. There is scope to develop further children's access to digital technology, to help them to record their own learning.
- Children take part in planned and spontaneous learning experiences indoors and outdoors. Planning for learning processes include 'sparks', ideas that children bring, as well as intentional plans linked to Curriculum for Excellence (CfE). Practitioners are keen to continue to refine how they support and extend learning through meaningful conversations. This will encourage children to reflect on and talk about their learning. Children would benefit from greater consistency in the skills of thoughtful interactions across the practitioner team. Practitioners should continue to engage with national guidance to develop consistently high quality interactions across the team. As agreed, continue to develop planning processes to support children as leaders of their own learning, helping them develop their own ideas in more depth.
- Helpful systems are in place to check children's progress over time. Linked to this, practitioners make clear observations about what children can do. Observation of play and learning is helping practitioners take a closer look at the progress children make. A broader focus across

the curriculum would enhance this further by illustrating the skills children are developing in all areas of the setting.

2.2 Curriculum: Learning and development pathways

- Practitioners have been very successful in improving the learning spaces for children to ensure they promote literacy, numeracy, health and wellbeing. Practitioners use self-evaluation and research to create a stimulating, attractive environment. Children learn through play across the curriculum. Learning spaces enable children to benefit from a breadth of experiences. Natural materials, many of which are recycled, promote curiosity and enquiry. These help create a calming atmosphere.
- Spaces to promote creativity facilitate exploration with colour. Children use the floor space well to create art through exploring pattern, printing and making models. Practitioners provide musical experiences indoors and outside so children have the opportunity to sing and create sounds. Role-play areas resemble the home, with open-ended opportunities through the availability of fabrics, props and quiet spaces. The 'Stem Den' promotes problem solving and enquiry.
- Practitioners work closely with the community to help children learn about the world of work. Senior leaders, practitioners, local farms and businesses have worked in partnership very well to develop the garden areas.
- Children's individual needs are the focus for planning for transitions into the setting and on to school. Parents are grateful to senior leaders and practitioners for ensuring seamless transitions during periods of challenge.

2.7 Partnerships: Impact on children and families – parental engagement

- An established parents' group contributed to the current vision, values and aims. The group meet regularly to discuss the work of the setting and provide valuable feedback to senior leaders and practitioners. Parents are working with senior leaders to enhance further how they find out about their child's progress and which approaches work best.
- Parents are responding well to 'stay and play' sessions which were paused during the pandemic. They enjoy freedom to play alongside their child in all areas of the setting. Sessions are offered on different days to enable as many parents as possible to take up the opportunity. A lending library is provided alongside 'themed' bags to support parents to engage with their child at home.
- Senior leaders and practitioners encourage grandparents to join a nursery session, engaging with their grandchild as they learn about the play spaces and learning experiences provided by practitioners. Post pandemic, this is hugely welcomed.

2.1 Safeguarding

- The setting 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 reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children aged two to three years of age are settled very well in their playroom environment. They benefit from close relationships with practitioners who know and understand them. Practitioners effectively support children's wellbeing by taking account of their stage of development and individual care needs. They are attentive to children's preferences and their need for social interaction. Children are learning about wellbeing in a supportive environment. Practitioners support sharing, turn taking and children's independence skills very well. They are proactive in considering parents' views.
- Children aged three to five years demonstrate their values of being respectful, honest, safe, responsible, ambitious and ready within the playroom and throughout their play.
- Most children demonstrate a strong sense of self and the warmth of friendship, which is very important to them. A few children are new to the setting and are building confidence at their own pace. Children show that they are learning to manage their own emotions and recognise how others feel. They seek out quiet spaces confidently, to rest as needed. Practitioners guide them well during their play to do this.
- Practitioners provide regular and familiar routines, which contribute meaningfully to wellbeing. Children prepare snack, bake, set tables for lunch and dress for wet weather outdoor play confidently. They come together in their key group to talk, learn more about each other and share their thoughts. This is helping them feel secure and that they belong. Mealtimes, whilst busy, provide opportunities for children to exercise choice and preference. Children are unhurried and take part in conversation at the table.
- Children learn about their rights through focused activity. They share their views, make choices based on their interests and are respected by practitioners who care deeply for them. Practitioners are continuing to enhance their expertise in how to help young children understand their rights.
- Senior leaders and practitioners are meticulous in how they respond to statutory duties. They understand and demonstrate how to safeguard and protect children. In doing so, they have gained the trust of families.
- Where children need additional support to enable them to progress at their own rate, senior leaders work in partnership with families. They create individualised plans, which outline carefully the support children need and who should provide it. Through the work of senior leaders and practitioners, the setting ensures that all children make very positive progress in their learning and development. Senior leaders readily reach out to outside professionals to ensure children have access to as much support as is necessary.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Children are making good progress in their learning. Practitioners understand the impact that the pandemic has had on children's progress. A number of children are new and a few have changed their pattern of attendance.
- Most children communicate using a wide vocabulary. A few younger children are gaining in confidence to share their ideas and needs. Children engage in conversation and listen well to their friends and practitioners. They listen positively to new information and instructions. Children respond very well to stories. They know how to access information from books and other media. Children understand their early writing skills are important. Most are confident in providing a commentary to help their friends and practitioners read their work.
- Most children demonstrate a strong interest in number. They approach practitioners to help them make sense of number as they solve problems and apply their skills through play. A few children are ready to experience more challenge. Outdoors, children measure the distance their car travelled down a slope. They use programmable toys well to create a sequence of movement, demonstrating that they understand positional language.
- Almost all children demonstrate creativity as they paint using their own mixes of colours. They use natural materials to create three-dimensional artwork. Outdoors, children use role-play well to show their imagination and create games. They actively engage in problem-solving, making effective use of the carefully selected materials and toys. Older children have experienced success in growing vegetable and flowers. They use their produce in cooking and baking.
- Senior leaders and practitioners continue to build their confidence in using the East Renfrewshire Council Early Years Tracking Tool to make judgements about children's progress. Practitioners link their observations of children's progress to tracked outcomes. This is helping them to connect informal observations and those they record on a digital platform for literacy, numeracy and health and wellbeing. Children demonstrate through their play that they are ready for greater challenge in their learning.
- Senior leaders support practitioners very well in evaluating how well planned interventions contribute to equity for children. Universal and targeted interventions are enhancing children's wellbeing. Practitioners worked with a small group of children to improve their skills and confidence in listening and talking. This was very successful and children's progress is better

as a result. Senior leaders work hard to remove any barriers parents face to ensure children make progress.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Neilston Primary School

East Renfrewshire Council

29 November 2022

Key contextual information

Neilston Primary School is a non-denominational school serving the villages of Neilston and Uplawmoor in East Renfrewshire. The headteacher is responsible for leading and managing Neilston Primary School and the associated Early Learning and Childcare provision, Madras Family Centre. The current roll of the school is 310 children across 13 classes. A new school building is being built on the existing school site. The building works are extensive and impact significantly on the available playground and outdoor space.

The school has experienced a high number of staffing changes over the last two years, including changes to the senior leadership team. Of the current teaching staff, 61% are new to the school. There have been high levels of staff absence in session 2021-2022 as a result of COVID-19. Attendance for school session 2020-2021 was 95.9% which is above the national average. In September 2021, 10.6 % of children lived within the Scottish index of multiple deprivation zones 1, 2 and 3.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher, senior leaders and all staff support children very effectively to understand and use the Neilston Primary School values. Children can describe clearly the ways that the school values help them both inside and outside of school. For example, children know that the value of 'safety' helps them to play well with others in the playground. Children consider the school values with local church representatives during 'reflection space' activities. They enjoy receiving praise postcards at home when they display the school values. Parents describe that receiving praise postcards at home helps them to know and understand the school values.
- Led by the headteacher, staff successfully adapted the school vision and values to RESTORE during the COVID-19 pandemic, focusing on recovery and regeneration. They supported children very well to rebuild relationships upon their return to learning in school. Staff continue to consolidate and develop effective nurturing approaches to meet the wellbeing needs of children. The school has received a Nurture UK award for this work.
- Across the school, the headteacher, senior leaders and staff know children very well. They have a good understanding of the social, economic and cultural context of the local community. They reflect that supporting children with learning and wellbeing during the pandemic deepened their understanding of the challenges faced by the local community.
- Staff use their knowledge of children and their families well. They work with a wide range of partners across education, sport and leisure, business and the community to promote equity for all learners. Partnership working is having a positive impact on children's attainment and wellbeing. For example, community relaxation sessions promote wellbeing, resilience and a

sense of togetherness. All partners speak positively about the welcoming school ethos and feel their contribution to school life is valued. To maximise the effectiveness of partnership input, staff should work with all partners to evaluate the impact of this work.

- The headteacher and the new senior leadership team support each other very well. The headteacher recognises that, in light of recent changes to the team, there is a need to review senior leadership remits. This will ensure that roles and responsibilities are manageable and focus more clearly on improving children's learning experiences and outcomes.
- Children support the work of the school in a range of relevant leadership roles. For example, they enjoy roles as house captains, pupil council representatives and in the Rights Respecting Schools group. Children participate in the transition steering group with parents to share their ideas about the design of the new school building. This is a useful opportunity for children to influence their learning environment. Staff plan to increase the number and range of children's leadership groups this session. This will provide children with further opportunities to lead the work of the school. Last session, older children used 'How good is OUR school' to evaluate the school's anti-bullying and relationship policies. A few children are unclear how they can share their views and suggestions with adults in the school. As planned, senior leaders should continue to develop the use of 'How good is OUR school?' to gather and act upon children's views.
- The headteacher recognises that current processes to drive the strategic direction of school improvement and guide the pace of change, need to be more effective. Overall, current school improvement priorities aim to improve the skills and confidence of staff in identified areas. Senior leaders and staff should now review improvement priorities to outline clearly the intended impact on children's attainment and achievement. It will also be important to consider the correct balance of new and maintenance priorities. Senior leaders should ensure there is sufficient time to embed improvements, to manage more carefully the pace of change.
- Senior leaders and staff focused rightly on the wellbeing of children and their families during the COVID-19 pandemic and the subsequent recovery year. As a result, quality assurance processes did not take place fully. It is now important that senior leaders reinstate rigorous quality assurance processes. This will help them to identify areas for improvement more accurately.
- Staff complete a range of surveys and use the How good is our school? (4th Edition) framework to identify the strengths of the school and areas for improvement. Senior leaders and staff continue to develop approaches to self-evaluation. They should ensure that the information obtained through surveys is more focused on school improvement and gathered in systematic ways.
- Across the school, there is a strong culture of collegiate working. For example, during periods of remote learning, staff worked together to build on their skills in using digital technologies to support learning. Teachers work collaboratively in joint planning sessions and during team teaching. Colleagues, who are newer to the school, describe that joint planning supports them to use existing school planning processes well.
- All teachers participate in professional enquiry to improve their practice and implement small tests of change. They measure the success of these changes, to evaluate the impact on children's outcomes. The highly effective use of digital technology to support communication with parents is based on this work. Pupil support assistants received valuable professional

learning including the use of reading strategies to raise attainment in literacy. As a result, they provide very effective support to groups and individuals.

- All teachers have opportunities to lead change and improvement. They lead well on curricular areas and deliver relevant professional learning to colleagues. Teachers have started to work with colleagues across the local cluster on a well-planned approach to moderation. Progress in this area has been delayed because of COVID-19. Teachers are well placed to take this work 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

- The school's vision and values strengthen and build a positive and nurturing ethos across the school. Children and staff in all classes, work together to construct class charters that reflect the school's shared values and commitment to children's rights. Staff know children well, they respect and value them as learners.
- Most children are motivated and engaged in their learning. They are eager and enthusiastic learners who work confidently during set tasks and activities. Across the school, most teachers use suitable teaching approaches which enable children to work in groups, pairs and independently. Staff should continue to reintroduce creative approaches to provide children with more opportunities to be responsible for their own learning.
- Staff across Primary 1 are developing play pedagogy successfully with all children across the stage. They are gaining a shared understanding of learning through play and the role of the adult in the learning environment. Staff plan direct teaching of groups and play opportunities well. They should continue to evaluate the quality of their work to ensure play approaches offer sufficient challenge and progression for all children. Staff make use of the early years national guidance, 'Realising the Ambition: Being Me' to develop further their understanding of play pedagogy. They should now regularly evaluate their approaches at key points in the year. This would help staff to build on their successes and ensure improved outcomes for learners.
- In most lessons, teachers match learning experiences to children's needs well. In a few lessons, there is scope to increase the pace and challenge of learning to ensure it is set at the right level of difficulty. This will ensure better outcomes for all children, including the highest attaining. In most lessons, teachers' explanations, instructions and approaches to questioning are clear and support children's thinking skills well. In a few lessons, high quality interactions and skilled questioning prompts deeper thinking and learning, affording children opportunities to reason and analyse.
- All teachers share the purpose of learning and set measures of success for children. This is most effective when co-constructed with children, helping them to be clear about their learning. Children engage in self and peer assessment of their learning regularly. Teachers support older children well to set targets in writing. In these stages, they provide feedback regularly to encourage children and direct them to next steps for learning. This is not consistent across the school. Teachers should involve all children in setting and reviewing a wider range of targets. This will help all children to develop their knowledge of themselves as learners.

- Teachers use digital technologies creatively across the curriculum to deepen and enrich children's learning. For example, children in Primary 7 can access learning independently using teacher recorded video tutorials to re-visit taught concepts. Almost all children are skilled in using interactive boards, tablets, laptops and coding devices from the earliest level. For example, they use software applications to create surveys, info-graphics and edit their work. Children act as digital leaders to support digital literacy within classrooms and across the school. The school has achieved a Digital Schools Award, of which they are proud.
- The current building works reduce the space for learning outdoors. Teachers continue to take some lessons outside when they can, including physical education. Trained 'Forest School' leaders work with classes to make connections within science, learning for sustainability and health and wellbeing. Children are able to articulate the skills they are developing and how they relate to real life. Future work within the planned reintroduction of a 'Skills Academy' will develop further children's skills for life and work.
- Most children have some choice in their learning and in aspects of tasks and activities. For example, within 'Soft Start' or interdisciplinary contexts. This supports them to ask questions that move their thinking on during learning experiences.
- Teachers plan together over differing timescales, using a consistent approach across the school. They make appropriate use of progression pathways to plan for specific curriculum areas. They bundle outcomes and experiences well to provide engaging inter-disciplinary learning experiences.
- All staff focus on closing the gaps in children's learning caused by the poverty related attainment gap, or, as a result of COVID-19. Effective plans are in place to provide targeted support to groups and individuals by employing additional staff using the Pupil Equity Fund (PEF).
- Senior leaders and staff track and monitor children's progress in literacy and numeracy using the local authority's tracking system. Senior leaders and teachers should continue with plans to analyse data more carefully during meetings about children's progress. This will support them to identify the interventions that are making the biggest difference to children's attainment and achievement.
- All teachers gather assessment information to determine the progress that children make. This includes formative, summative and standardised assessments. They plan useful assessment activities for children to demonstrate success in learning through what they can 'Say, Make, Write and Do'. Teachers are developing a shared understanding of national standards by participating in moderation activities. This professional development is increasing their confidence in validating judgements and beginning to deepen their understanding of attainment over time. Teachers should continue to develop the use of National Benchmarks to assess children's progress. This will strengthen their professional judgements and help them to assess the progress children are making through the levels of a Curriculum for Excellence (CfE).

2.2 Curriculum: Learning pathways

- Children experience a curriculum underpinned by the school's well-established values. The local authority provides learning pathways, based on the experiences and outcomes of CfE. These are in place for every curriculum area. These pathways support teachers well to plan for progression and build on children's prior learning. Teachers support children well at points of transition as they plan learning for the first term with the next teacher. This approach provides effective continuity in learning. Teachers should continue to develop approaches to make learning meaningful and relevant and plan for the unique context of Neilston Primary School. The reintroduction of learning about the world of work will enhance children's experiences further. Staff are re-establishing partnership working with local businesses and community partners now that COVID-19 mitigations have been lifted. These partners are keen to support learning about the world of work through the school's Skills Academy.
- All children receive two hours of quality physical education each week. Teachers make good use of indoor and available outdoor space to deliver a skills-based, progressive programme of physical education. Children develop ball skills supporting each other well through observation and giving appropriate feedback when working with a partner. They respond well to increasing challenge, dribbling then passing the ball successfully.
- Teachers continue to build on their highly effective approaches to using digital technologies to support learning. They provide engaging opportunities for children to use digital technologies across all areas of the curriculum. A few teachers have continued to create videos of themselves for use in class. Children are highly engaged by this approach and are becoming increasingly independent. In almost all classes, teachers have embedded the use of digital technology in their practice. In other classes or class libraries, children have the option of audiobooks. This supports inclusion and helps to develop children's enjoyment of reading.
- Children at all stages benefit from a clear, progressive skills programme in French. Children are engaged during lessons and apply some of their learning to other curriculum areas. They also learn about French culture.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents report that staff seek and act upon their views. Parents appreciate the support staff provide to improve children's wellbeing, and in particular, the support they provided during COVID-19. The headteacher consults all parents regularly through online surveys to influence aspects of school life. Parent representatives and children consult with the transition steering group to express their views about the new school building design.
- The headteacher is working with the Parent Council to ensure they share minutes of Parent Council meetings with all parents. There are plans to develop further the variety and regularity of school communication. This will enable parents to plan and attend events and, to further their involvement in their children's learning. Parents expressed a need for parents' evenings to be reviewed in order to increase parental engagement.
- Staff plan a wide variety of opportunities for parents to share their views and ideas throughout the year. These include coffee and chat sessions. Parents are signposted to inputs from guest speakers and webinars on supporting early literacy and numeracy skills at home.
- Parents with children experiencing barriers to learning feel included in meetings about their child. As a result, they feel more able to support their child with learning. A few parents would appreciate more information on their children's progress.

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. Areas for development have been agreed with the school and the education authority.

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

- All staff have created a nurturing environment and a strong inclusive ethos. They have very good relationships with children. In pre-inspection questionnaires, most children, parents and carers report that children feel safe in school. Most children feel able to discuss sensitive aspects of their lives with an adult in school. A few children and parents feel there could be clearer processes about incidents of bullying. They would like clearer information sharing about how incidents are resolved and expectations of behaviour. As planned, the headteacher should share the recently updated Anti-Bullying policy with all parents and carers. This will support a more consistent and shared understanding about the signs of bullying behaviour and how it can be prevented across the whole school community.
- Children across the school, have a good understanding of children's rights within the United Nations Convention of the Rights of the Child. The school has gained a Silver Rights Respecting Schools Award. Children talk confidently about their rights and what they mean for themselves and others. Across the school, class charters link clearly to children's rights. Children share the 'right of the month' at weekly assemblies and as conversation starters for families on the Parent App. Teachers track the learning and rights covered using planning documentation.
- All staff have a very good understanding of wellbeing indicators with most children able to talk about them. The indicators are integrated into the school's progressive health and wellbeing curriculum framework. They are linked to the CfE experiences and outcomes. This ensures all children benefit from appropriate health and wellbeing experiences, including outdoor learning. These experiences lead to children's improved understanding about all aspects of health and wellbeing and contribute to an inclusive learning environment.
- Staff provide very good opportunities for children to develop the knowledge, understanding, and skills needed to support their mental, social, and physical health. This is helping children to express how they are feeling and use strategies to support their wellbeing. All children have a voice in child's planning meetings and child's plans. This results in high levels of engagement and an environment of respect between children and adults. Almost all children are included and engaged in the life of the school through a wide variety of pupil leadership groups. Children are improving their ability to solve problems, co-operate and improve levels of resilience and perseverance.
- Staff engage effectively with a wide range of agencies to support children's health and wellbeing. During the last academic year, partners such as Active Schools and other health professionals contributed to initiatives supporting children experiencing challenges. These partners helped children to manage their anxiety and overcome reluctance to take part in physical activity. This has supported children well to understand issues that impact on their health and wellbeing.

- Staff receive detailed health and wellbeing transition information for whole classes and individual children. This includes areas of learning covered, effective and consistent classroom routines to support learners and use of resources to support wellbeing. In addition, staff receive a summary of strategies for children with additional support needs. This supports continuity of learning and wellbeing and results in children who are more confident at points of transition.
- Staff undertake appropriate professional learning to ensure they are kept up to date with information relevant to children requiring additional support. Senior leaders ensure that this training leads to measurable improvements in children's wellbeing, through regular check-ins with staff and professional dialogue.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole-school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- All staff are aware of their responsibilities in relation to safeguarding and keeping children safe. All staff have completed training in line with their responsibilities and codes of practice. They know their children and families very well, including those who may require additional support. They use staged intervention approaches very effectively to assess and support children. Senior leaders and class teachers track the progress and attainment of children with additional support needs very well. Teachers plan learning which is responsive to the needs of children in most classes. Individualised wellbeing plans support a few children well, with appropriate targets in place. Staff involve parents in planning meetings and very effectively include children's views when agreeing targets and next steps. This results in improved outcomes for these children.
- The inclusive and nurturing ethos of the school leads to the implementation of appropriate interventions to support children who experience challenges. PEF is used effectively to employ staff who support children in nurture groups. Staff gather pre and post nurture intervention information to determine the impact of this work. As a result, children have positive outcomes, such as improved attendance and better engagement in learning. All staff benefit from a variety of professional learning to support inclusion. For example, training in attachment theory and relational practice supports staff to understand the barriers to learning children face. Support staff are skilled in helping children with their learning and emotional wellbeing within classes.
- Senior leaders with pastoral responsibilities work very effectively with teachers, support staff and partner agencies to identify children who have barriers to learning. They monitor their progress and wellbeing rigorously, which is helping to ensure children's needs are met well. Senior leaders monitor attendance closely. They take early action to prevent non-attendance becoming a barrier to learning.
- Staff promote a wide variety of initiatives to improve equality and inclusion for all learners. Parents and children were involved in the creation of an action plan addressing the cost of the school day. This resulted in the school providing a care and share trolley providing food and toiletries, a uniform swap shop and a snack tray.
- Children learn about resilience, diversity and discrimination through planned learning experiences in classes and assemblies. For example, older children recently discussed and debated homophobic bullying. This supports children's understanding and awareness of the diverse communities living in the local and wider school 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

- Overall, children's attainment in literacy and English and numeracy and mathematics is good. Most children are achieving expected CfE levels in reading, writing, talking and listening and numeracy. Attainment is less strong in aspects of numeracy with the majority of children achieving first level numeracy by the end of Primary 4. At all stages, a few children are working beyond expected levels of attainment.
- During the pandemic, teachers were less confident about the reliability of their judgements of children's attainment of CfE levels. This was the result of two periods of remote learning and significant staff absences. Since school buildings opened, teachers are now re-engaging in professional dialogue sessions to discuss the progress children are making. This is increasing their confidence in making professional judgements. The headteacher has plans to reintroduce professional learning to support teachers' understanding and use of data to help determine children's levels of attainment. This will strengthen their confidence in making professional judgements.

Literacy and English

- Overall, children are making good progress in reading, writing, listening and talking. Across the school attainment in literacy and English is good.

Listening and talking

- Across the school, most children listen well to instructions from their teachers and most share their views confidently when working in small groups. At early level, children are beginning to take turns when listening and talking in groups. Children should continue to have opportunities to develop their vocabulary and talk in groups. Most children at first level explain clearly the difference between fact and opinion. A few children need prompting to listen well to others and respect their viewpoints. Children should continue to have opportunities to apply their talking and listening skills in a range of contexts to raise attainment in this area. At second level, most children successfully prepare and take part in a debate. They listen well to differing opinions and understand how to influence others' views by using appropriate emphasis, pace and tone.

Reading

- At early level, most children recognise familiar single sounds confidently. Most children use pictorial clues to retell familiar stories and predict what might happen next. Children who recently attained first level, read aloud a familiar piece of text, adding expression and showing understanding. A few children were able to answer inferential and evaluative questions. Teachers should continue to work with children to develop their comprehension skills by asking and answering a range of questions about the texts they read. Children working at second level spoke enthusiastically about the novels they choose to read for enjoyment. They are less enthusiastic about their class reading books. They make relevant comments about punctuation and sentence structure.

Writing

- Children who have attained early level, form letters correctly to write in short sentences. Children, who recently attained first level, write independently, punctuating most sentences appropriately using capital letters, full stops and question marks correctly. They link sentences successfully using appropriate conjunctions such as and, but and because. At second level, most children use notes well to plan for persuasive writing and a debate. In persuasive writing most children present relevant ideas and information in a logical way. Children should develop their understanding of measures of success in writing to raise attainment in this area.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. Across the school, attainment in numeracy and mathematics is good.

Number, money and measure

- Children who have attained early level, sequence numbers forwards and backwards confidently within 30. They are less confident about the months of the year. Children should continue to develop their understanding of time. At first level, most children have a good understanding of place value to hundreds, tens and units. Almost all children at second level, are very aware of the benefits and risks of using bank cards and digital technologies. Across the school, children should have further opportunities to talk about the strategies they use during mathematical calculations. This will deepen and extend their mathematical thinking skills to raise attainment in this area.

Shape position and movement

- At early level, most children recognise successfully common, 2D shapes. At first level, most children talk confidently about 3D objects using the terms edge, faces, and vertices. Most children working at second level know that the radius of a circle is half the diameter. Children would benefit from further opportunities to apply their knowledge of shape, position and movement in a range of contexts.

Information Handling

- At early level, most children ask simple questions to collect data and contribute accurately to pictorial displays. For example, when carrying out an eye colour survey. Children working at first level ask and answer questions about travel and display the information successfully in a bar graph. At second level, most children create surveys successfully. They collect, organise and display data accurately through the use of digital technologies.

Attainment over time

- Overall, most children make good progress in literacy and numeracy over time. Recent data shows the negative impact of the pandemic on progress for individual children, groups and cohorts of children. Senior leaders use data effectively to plan specific interventions to close gaps and accelerate progress for these children. The headteacher plans to develop further the approaches to tracking children's attainment over time. This will help senior leaders and teachers have a clearer understanding of attainment and progress over time within CfE levels across the whole school.

Overall quality of learners' achievement

- Staff recognise and celebrate children's achievements within and outside school regularly. They celebrate achievements effectively through displays, the use of social media, an online platform and at weekly assemblies. Children are proud to share their successes with others. House captains and vice captains lead the recognition of achievements during assemblies.

This is strengthening children's confidence and skills in planning and delivering presentations.

- Children throughout the school have opportunities to participate in one of many pupil leadership groups. These include the pupil council, eco group, digital leaders, Rights Respecting Schools group, language ambassadors, sports leaders and Junior Road Safety Officers. Senior leaders have gradually reintroduced these groups as restrictions have eased. These groups help children to develop their skills for learning, life and work. Teachers have resumed tracking children's involvement in groups and clubs, following the pandemic. Senior leaders are reinstating the use of this information to identify children at risk of missing out. They actively encourage these children to take part in a school club as a result.

Equity for all learners

- The headteacher uses PEF to provide additional staffing, professional learning and to support participatory budgeting. Senior leaders introduced targeted interventions for children identified through discussions with class teachers. All staff have a strong understanding of the range of barriers to learning children may face. Additional staffing supports reading, writing, numeracy and wellbeing interventions for individuals and groups. High levels of staff absence in 2021-2022 interrupted targeted support for literacy and numeracy. The headteacher re-established targeted interventions as soon as possible to lessen the negative impact on children. All staff engaged in professional learning to help them support vulnerable children using a range of wellbeing interventions. These interventions help children to manage their emotions more effectively and accelerates their progress in overcoming barriers to learning.
- Children responsible for spending the £500 participatory budget consulted their peers and parents to gather ideas. They plan to use the money for school clubs for children who have been less keen to attend previously.

Explanation of terms of quantity

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

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

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

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Madras Family Centre Action Plan following Education Scotland Inspection

Area for Improvement	Practitioners should engage with national guidance to develop consistently high quality interactions across the team.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Quality Interactions</p> <p>Staff are skilled at improving learning outcomes for all children using high quality interactions.</p>	<ul style="list-style-type: none"> • Provide professional learning opportunities for all staff on: <ul style="list-style-type: none"> ○ Realising the Ambition ○ Role of the Adult in the Playroom ○ Effective Questioning • Create opportunities for staff to look outwards and visit settings of best practice. 	PT DHOC SCDO Quality Improvement Team All staff	January 23 – June 24	Realising the Ambition CLPL calendar Professional reading	Learning visits Peer Observations
<p>Quality Assurance</p> <p>Improved consistency in quality assurance to ensure all staff use skilled questioning and high quality interactions.</p>	<ul style="list-style-type: none"> • Review previous Quality Assurance arrangements • Look outwards at examples of best practice • Devise and develop a Quality Assurance Guide • Introduce revised Quality Assurance arrangements 	SLT All Staff	January 23 – June 24	HGIOELC Care Inspectorate Quality Framework.	Learning visits Quality Assurance Guide

Madras Family Centre Action Plan following Education Scotland Inspection

Area for Improvement	Continue to develop approaches to planning for learning. This will enable children to lead their own learning in greater depth. It will support practitioners to ensure children make the best possible progress.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Learning and Engagement</p> <p>Learning experiences extend and sustain children's interests, help them make decisions and develop their creativity, resilience and independence.</p> <p>Learning is enriched and supported by effective use of digital technologies.</p>	<ul style="list-style-type: none"> • Provide professional learning opportunities for all staff on: <ul style="list-style-type: none"> ○ Realising the Ambition ○ How Children Learn and Develop • Review and refresh planning, observation and assessment approaches. • Create opportunities for all staff to engage in professional inquiry linked to learning, teaching and assessment. • Protect time for staff to share their research and the impact this has on learners. • Build staff capacity in the use of digital technologies to enhance learning and engagement. • Embed digital technologies within the intended planning and provocations across the environment. 	SLT All staff Quality Improvement Team Educational Psychologist PT Equity (Digital Inclusion) PT - STEM	January 23 – June 24	In-Service National Guidance Enhanced digital technology provision	Learning Visits Peer observations Staff questionnaires (Pre& Post / confidence)
<p>Learner Voice</p> <p>Children make informed choices about their learning and they have a key role in leading their own learning.</p>	<ul style="list-style-type: none"> • Involve children more in planning and leading their own learning by: <ul style="list-style-type: none"> ○ Creating opportunities for children to talk about their learning and achievements ○ Sharing and using a range of assessment information ○ Involving children in the planning process ○ Engage in CLPL to enrich child involvement in planning learning 	SLT Child Development Officers EY Teacher	January 23 – June 24	Floorbooks CLPL	Learner conversations Learning visits Floorbooks
<p>Analysis and evaluation of intelligence and data</p> <p>All staff are skilled at using data to identify next steps for learners.</p>	<ul style="list-style-type: none"> • Support and challenge staff to use a range of assessment information to improve learning and development, and to reflect on the quality of practice. • Ensure robust tracking of children's progress • Build consistency and rigour of practitioner judgements to ensure learning opportunities meet the needs of individuals. 	SLT Child Development Officers EY Teacher	January 23 – June 24	SeeSaw Early Years Tracking Tool	Observations Learning Visits Tracking data Professional Dialogue

Area for Improvement	Develop clearer strategic approaches to lead the direction and pace of school improvement activities, with a focus on improving learning and outcomes for children.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Leadership of Change</p> <p>The leadership team analyse and use evidence in a structured way to ensure a clear focus on those priorities which will have the greatest impact and lead to sustainable improvement.</p>	<ul style="list-style-type: none"> • Devise and implement a more consistent and manageable self-evaluation for self-improvement framework. • Manage a whole school approach to school improvement which takes account of self-evaluation information, local and national priorities. • HT and SLT regularly review progress of school improvement priorities and performance data, managing the pace of change effectively. • Ensure that the actions for school improvements are focused on the core business of the school, implemented consistently throughout; are given time to embed; and are monitored and evaluated. • Involve pupils, staff and parents in evaluating progress and in determining future school improvement priorities. • Negotiate the current and future working time agreement with TU representatives and staff to ensure that appropriate time is given to the essential areas of improvement as outlined by Education Scotland. 	<p>SLT All staff TU Rep</p>	<p>January 23 – June 24</p>	<p>HGIOS ERC Tracking database Working Tim Agreement Parental survey / questionnaires Working Time Agreement</p>	<p>Professional dialogue Pupil dialogue Learning Visits Parental feedback</p>
<p>Career Long Professional Learning</p> <p>Skilled staff who effectively guide change by connecting improvement and professional inquiry.</p>	<ul style="list-style-type: none"> • Opportunities created for all staff to engage in professional inquiry • Trends in class level data used to direct professional inquiry focus. • Professional inquiry linked to improvements in learner outcomes. • Update school Professional Inquiry documentation to include focus on data • Protected time in the working time agreement for staff to share their research and the impact this has on learners. 	<p>All staff Quality Improvement Team HE establishments</p>	<p>January 23 – June 24</p>	<p>Working Time Agreement – Time for activity / showcase Professional Inquiry – Whole School Guidance</p>	<p>Review Professional Inquiry documentation submitted and evidence gathered</p> <p>Professional dialogue at May In-service Showcase Professional Dialogue</p>

Neilston Primary School Action Plan following Education Scotland Inspection

<p>Raise Attainment</p> <p>High expectations and ambition for all pupils</p> <p>Children will make very good progress from their prior levels of attainment.</p> <p>All staff have a clear understanding of the attainment gap in the school and take forward strategies to address this for identified groups.</p> <p>Attainment in period 2022 – 2026 exceeds the school's 4 year target for pupils in P1, P4, P7;</p> <p>Reading: 89.5% Writing: 86% Talking & Listening: 93% Maths: 86%</p> <p>An improvement in standardised tests scores at P3, P5 and P7.</p>	<ul style="list-style-type: none"> • Ensure a consistent approach to target setting and tracking across all stages • Analyse and track attainment and set demanding targets through quality assurance arrangements and professional dialogue with staff on pace, challenge and pupil progress. • Include pace, challenge and differentiation on professional dialogue and learning visit agendas. • Devise, develop and implement a revised Literacy policy and teaching guidance. • Provide high quality professional learning for staff on teaching of reading, writing and talking and listening. • Refresh approaches to 'Talking about Maths' (number talks). • Ensure early identification and intervention for learners' who would benefit from further support or challenge • Continually monitor and track the impact of Pupil Equity Funding. 	<p>ERC PT Literacy Quality Improvement Team PT Literacy Lead DHT – ASN (PEF Lead)</p>	<p>January 23 – June 2026</p>	<p>ERC Tracking database National benchmarks PEF funding</p>	<p>Attainment data Professional dialogue Learning visits Literacy policy & guidance PEF Reports</p>
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Area for Improvement	Continue to develop consistent approaches to learning, teaching and assessment to ensure that learning is set at the right level of difficulty				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Quality Assurance</p> <p>Improved consistency in quality assurance to ensure all staff plan high quality learning experiences for all children.</p>	<ul style="list-style-type: none"> Refresh previous Quality Assurance arrangements Look outwards at examples of best practice Devise and develop a Quality Assurance Guide Introduce revised Quality Assurance arrangements 	HT DHT All Staff	January 23 – June 24	HGIOS 4 ERC Tracking Database	Professional dialogue Pupil dialogue Learning Visits Quality Review of Learner's work Assurance Guide
<p>Analysis and evaluation of intelligence and data</p> <p>All staff are skilled at using data to identify next steps for learners.</p>	<ul style="list-style-type: none"> Support and challenge staff to develop data analysis / interrogation skills Ensure robust tracking of pupil progress Build consistency and rigour of teacher judgements (assessment and moderation) Introduce 'Fact, Story, Action' Model as part of ongoing professional dialogue and target setting process 	SLT All Staff Quality Improvement Team PT – Learning Teaching & Assessment	January 23 – June 24	Formative and Summative Assessment Information ERC Tracking Database SSNA Data BGE Dashboard SEEMIS Information Regional Improvement Collaborative	Pupil dialogue Professional dialogue Learning Visits Pre and post staff survey on confidence of using data
<p>Learning, Teaching and Assessment</p> <p>Pupils receive high-quality learning experiences, which are appropriate to their needs.</p> <p>Assessment approaches are</p>	<ul style="list-style-type: none"> Engage in the West Partnership 'Improving Our Schools' (IOS) programme Provide professional learning opportunities for staff on high quality learning and teaching including: <ul style="list-style-type: none"> Use of the design principles Learning environments and creative teaching approaches Formative assessment approaches Differentiation Higher Order Thinking Skills Bloom's Taxonomy 	SLT Identified Staff All teaching staff PSAs	Ongoing August 22 – June 24	IOS CLPL Materials	Learning Visits Attainment Data Professional Dialogue Pupil Dialogue Peer Observations Staff Induction Programme

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<p>matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.</p>	<ul style="list-style-type: none"> Facilitate opportunities for all staff to look outwards at examples of best practice; and regularly share observations across the staff team. Create a staff induction resource – ensuring consistency across all classrooms. 				
<p>Learner Voice</p> <p>Pupils have more opportunities for leadership and involvement in planning learning, including planning how their skills can be developed over time.</p> <p>Confident learners who can articulate clearly and make decisions about their learning.</p>	<ul style="list-style-type: none"> Involve pupils more in planning and leading their learning by: <ul style="list-style-type: none"> Consulting on their curriculum Collaborating to design clear curriculum / skills pathways Use of HGI OUR School Create opportunities for pupils to develop skills for learning, life and work. 	<p>Employers FE and HE establishments Third sector ERC DYW Team All Staff PT – Skills Academy</p>	<p>January 23 - June 24</p>	<p>HGIOURS Skills academy Grant Funding & Fundraising</p>	<p>HT pupil forum feedback IDL planners Learning visits Curriculum/skills pathways</p>