

# Summarised inspection findings

Chapelside Primary School

North Lanarkshire Council

24 January 2023

## Key contextual information

Chapelside Primary School is a non-denominational school in Airdrie, North Lanarkshire.

There are currently 191 children on the roll at Chapelside and 22 staff.

Attendance is 88% which is lower than the national average. The school report that this is due to a number of factors, including sibling absences when one child in a family is absent.

93% of children reside in Scottish Index of Multiple Deprivation (SIMD) 1 and 2, with 43% of children entitled to a free school meal and 42% who receive a clothing grant.

Exclusion rates are higher than the national average in Chapelside.

The school reported that during the COVID-19 pandemic and resulting school closures, engagement from almost all children was very low.

### 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 provided consistently strong leadership for the school and local community during a time of significant challenge over the past few years. She rightly identified the need for a sustained focus on wellbeing and nurture to support children and staff to recover from these challenges. As a result, the headteacher is held in high regard by children, staff, parents, partners and the local community.
- With the support of her senior leadership team, the headteacher has built a strong collegiate staff team. Their ambition to build one big family community has been achieved successfully and is clearly evident in relationships across the school. Children are happy and confident in school. As planned, school leaders should now review the school's vision and values to ensure they accurately reflect the strong, supportive ethos evident across the school. In so doing, the refreshed vision and values should promote and sustain an aspirational vision that underpins continuous improvement.
- All staff have a strong understanding of the social, economic and cultural context of the school. They are sensitive and respectful of the needs of children and families. All staff recognise the significant impact of the pandemic on children and families. Supported by senior leaders, staff have worked well together to support the Chapelside community in a variety of ways. This includes practical help with the provision of devices for remote learning and the delivery of food parcels and learning resources to support wellbeing. A few children continue to struggle to settle back into life at school, displaying challenging behaviours at times. The Parent Council are an important part of the shared drive to support the whole school community. With the support of the Parent Council, the school community helps families effectively by providing

funding for outings, events and activities. Staff and parents work very well together to provide appropriate support for identified children and their families.

- Senior leaders offer strong strategic direction in Chapelside, particularly in wellbeing. This is an important strength and is recognised and appreciated both by staff and the community.
- The school provides a range of supports to enable all children to continue to attend school including a chill zone and safe spaces for children experiencing anxiety. In addition, senior leaders are planning to implement a range of strategies support further the wellbeing of children. This includes an increase in outdoor learning opportunities and planned outings to events and activities out with the local area.
- The headteacher uses Pupil Equity Funding (PEF) effectively to support identified children's nurture needs through enhanced staffing. As a result, children are able to engage more effectively in their learning. Staff are now well-placed to increase their focus on accelerating children's progress in learning and raising attainment.
- Senior leaders use a range of self-evaluation evidence effectively to inform their improvement planning, including a wide range of data. This results in an improvement plan which accurately reflects the need to improve children's attainment in reading and continue the development of nurture across the school. Raising attainment in writing features in the cluster improvement plan and should also be a focus in planning for improvement at school level.
- The headteacher supports all staff well to undertake appropriate professional learning to support children. This includes the support staff who work closely with groups and individuals across the school. Additional support needs staff have undertaken training in nurture, supporting children with additional support needs and participating in review meetings for children. Teachers have recently accessed valuable professional learning in reading, maths recovery, nurture training and wellbeing. Teachers are implementing nurturing approaches across the school effectively. This is supporting children's wellbeing.
- Senior leaders have created a culture of shared leadership, encouraging and supporting staff to initiate change and experiment with pedagogy. For example, digital champions have plans in place to support children across the school to develop further digital literacy skills.
- The relaunch of children's committees, led by staff across the school, is an exciting development which is already giving children the chance to lead. These committees promote, for example, health, community, outdoor learning and science, technology, engineering, and mathematics. Children are developing their leadership skills and make a direct contribution to the way the school is run. These committees also have the potential to support children to develop key skills in preparing for learning, life and future employment. Children contribute well by identifying new events and activities to enhance their lives at school. Children are also able to make suggestions about their school through the representation of house captains and vice captains. House captains and vice captains meet regularly with the headteacher to discuss relevant issues which concern children across the school.
- All teachers benefit from professional review and development. Senior leaders support teachers well to share success in their classrooms, develop learning and teaching approaches and address areas for improvement. Regular conversations between senior leaders and teachers have a clear focus on both personal and professional improvement and are linked to the school improvement priorities. Teachers value the range of training and development opportunities afforded to them and report that they feel well supported by senior leaders. Quality assurance processes are in place. Senior leaders have recently undertaken an

intensive programme of class visits. These visits have identified that teacher's approaches to meeting the different needs of children requires improvement.

- While a range of data is routinely gathered to show the progression and performance of children in Chapelside, teachers' professional judgements of learners' progress and attainment are not yet consistently reliable. The headteacher is now working closely with teachers to strengthen their professional judgements in relation to children's attainment. This now needs to include a clearer focus on moderation activities. The headteacher is working with staff to create a programme of shared moderation activity within the school and across the cluster to take this forward. The strengthened use of moderation will inform better teachers' identification of areas of strength, the impact of action taken and identify areas for development.

## 2.3 Learning, teaching, and assessment

satisfactory

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

- Staff have a strong focus on developing positive relationships resulting in a caring and nurturing ethos across the school. Staff support children well and have a sound understanding of their wellbeing needs. This helps ensure that almost all children feel safe in school. Almost all children are friendly, polite, interact well with staff and each other, and are proud of their school. Most children report that other children treat them with respect. Staff should build on the positive relationships and nurturing ethos in place and now focus on ensuring high quality learning outcomes for all children.
- Teachers plan learning to take account of the circumstances of all children, particularly those who experience socio economic disadvantage. These children benefit from structured, well planned learning experiences in classes across the school. Equity of opportunity and experience are important features of learning and teaching in Chapelside. This includes, for example, the access to digital technology in classrooms across the school for children to use for children to use in lessons.
- In most classes, teachers share the purpose of the lesson with the children well. Teachers should build on this practice to ensure that all children are clear about what they are learning and why, focusing on learner's skills, knowledge and understanding. Most teachers provide clear explanations and instructions to learners. In the majority of lessons, children have valuable opportunities to work in pairs or small groups and talk about their learning together. Teachers should check for understanding with all children as they work through tasks. They should develop their practice in asking questions that probe children's thinking and require them to explain how they reached their answers. This will ensure that learners know they have been successful.
- Across the school, almost all children need more support to identify their next steps in learning. Teachers need to ensure that feedback helps children to identify what they need to do to improve. Teachers should help children know themselves as learners and be clear about the progress they are making. Overall, the quality of teachers written feedback is not yet of a consistently high quality.
- Teachers are at the very early stages of introducing play-based learning approaches in P1 and P2. Currently they use more active learning approaches of games and activities to reinforce learning. Staff are planning to visit other schools in their learning community to learn how to best approach 'play pedagogy.' They should ensure that new approaches introduced reflect national guidance and review and evaluate regularly the impact of any new approaches on children's learning and progress. Teachers would benefit from continued professional learning- on play-based learning approaches. This would enhance further their understanding of learning through play and planning a responsive, continuous play-based

curriculum. Staff are keen to see examples of play-based learning being used effectively in other settings.

- Teachers need to consider the structure and pace of lessons to ensure children are actively engaged in their learning and encouraged to be more independent. In the majority of classes, there is a need to ensure that learning time is maximised and that transitions within and between activities are well managed. Teachers should look to learn from effective practice within and out with the school to ensure children enjoy consistently high-quality learning experiences across all stages. To improve children's experiences, senior leaders and staff should develop a shared understanding of agreed approaches to learning and teaching.
- In most classes, tablets are available for children to use, and they are confident accessing apps that support their learning. Classes are timetabled to access a computer suite where children explore the possible uses of technology and how it can be used for research and presentation of their work. There is significant scope to develop further and embed digital technology as an integral part of learning.
- Teachers meet regularly with senior leaders for tracking meetings to discuss individual children's progress. Through these regular discussions with senior leaders, and as a result of ongoing tracking and assessments, teachers are able to identify children who require interventions for learning. This supports children to make progress with their learning. Senior leaders include children in discussions about their additional support needs and the supports they require. This improves their understanding, motivation, and participation in specific interventions to improve their learning. Skilled Additional Support Needs Assistants (ASNAs) and class teachers are also involved in these meetings.
- Teachers use a range of formative and summative assessments as well as the Scottish National Standardised Assessments, to gather evidence of children's progress in learning. While these are effective in supporting teachers to identify progress in children's learning, they do not yet sufficiently support teachers in making robust judgements about children's levels of attainment. Senior leaders and teachers should continue to gather, analyse and interpret a body of evidence to plan future learning and identify interventions to improve outcomes for all children.
- Teachers make judgements of attainment levels based on how well children complete 'I can' statements. They do not yet robustly or accurately moderate children's work across the stages. Teachers are aware that they need to increase moderation activities in order to improve the validity and rigour of their professional judgements of levels.
- The school has identified a room for a library and is working with children to design the space and select appropriate texts. It is hoped this library space will help motivate and engage all learners to read for learning, for research and for pleasure. The school should continue this development as a priority to enable the library to be used to promote literacy.

## 2.2 Curriculum: Learning pathways

- The school has developed a clear curriculum based on its vision, values and aims. This provides staff across the school with an overall framework to deliver a coherent curriculum for the children in Chapelside in line with national guidelines. The school's context has been carefully considered within the curriculum principles. As staff continue to develop the curriculum, they should include the views of learners in order to motivate children and raise their aspirations.
- Interdisciplinary learning (IDL) has been developed to enable children to experience a breadth of learning beyond literacy and numeracy. As staff improve IDL further, there is a need to ensure an appropriate breadth and balance with planned learning across experiences and outcomes in all curricular areas. Whole school IDL experiences offer flexibility for teachers and personalisation and choice for children. As staff work collaboratively to review and refresh IDL, they should focus on providing clear opportunities for children to develop further skills and attributes. Teachers should aim to reflect children's interests, local contexts and take account of world events. Visits and outings beyond the school gates as part of this learning, as well as the extended use of partners will stimulate and motivate children in Chapelside.
- Senior leaders recognise that the programme for modern languages should be developed further and staff confidence in its delivery improved. This should provide children with a more robust offer in relation to modern languages. Professional learning for staff will support them to increase their capacity to teach modern foreign languages more confidently and more regularly.
- A developing the young workforce (DYW) committee has been recently established to take forward this important area of work. There is a need to improve children's understanding about the world of work more fully through developing the use of the Careers Education Standards (CES). Children's views should be sought and used to plan appropriate activities such a careers fayre, and visits from local businesses and employers. This will provide children with a better understanding of the world of work and increase their aspirations for the future.
- Staff work well at times of transition to support children's curriculum continuity as they move to the next stage in their learning. A strong transition plan is in place for children moving from P7 to S1. These plans helpfully include an enhanced transition programme to support children with additional needs.



## 2.7 Partnerships: Impact on learners – parental engagement

- Partnership working at Chapelside was impacted negatively by the global pandemic during periods of school closures. Many external partners were unable to engage with children to enhance the curriculum or offer meaningful support. School staff worked hard during periods of lockdown to continue to engage with parents and children to avoid feelings of disengagement and isolation. Developing and strengthening existing partnerships with parents and finding new partners to support children is now a key focus for the school moving forward.
- Almost all parents speak positively about their relationship with the school and feel that they are kept well informed about the progress their children are making. They are also made aware of activities which are happening or are planned, and about the life and work of the school. Senior leaders are proactive in finding creative ways to engage with parents including the use of online platforms and newsletters. Staff are aware of the barriers that parents face in engaging with the school. Senior leaders have produced helpful parent information sheets and should continue to ensure these are jargon free and parent friendly. They work sensitivity and with care to reach out to parents and families who require help.
- Active school's coordinators have an important role to play in Chapelside. They offer opportunities for children to participate in a range of sporting activities after school, community events and engagement with local clubs. This is supporting children to understand the importance of their fitness and wellbeing through sport. Children are developing key skills in communication and teamwork, and developing friendships as a direct result. These activities are an important part of children's future wellbeing.
- The local secondary school works closely with Chapelside to their mutual benefit, through opportunities for joint working, shared resources and professional learning. The local cluster work includes planning for improvement across schools and offers support to staff, children, young people and communities. This work is being developed further through the wellbeing hub; a local authority support provision based in Chapelside. This hub supports vulnerable children and families from across the cluster. Young people facing considerable personal, social and learning challenges are also a key focus for the work of the hub. In addition, the North Lanarkshire virtual school is an important partner for Chapelside. Staff from the virtual school offer care experienced children and young people a range of support which is improving their attainment and achievement, outcomes and life chances.



## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 3.1 Ensuring wellbeing, equality and inclusion

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

- There is a strong ethos of belonging, compassion and care in Chapelside. The wellbeing of all children is an important key focus of everyone who works across the school community. This is an important strength in the work of the school.
- Children are able to talk about the wellbeing indicators well and how the school is helping them to understand and improve their own health and wellbeing. Almost all children say the school helps them to feel safe, to respect and understand other people, and to lead a healthy lifestyle. They also report that staff treat them fairly and with respect. Almost all children are encouraged to share any concerns they have with their teachers and the wider school team and feel confident in doing so. Staff across all areas of school life are mindful of their responsibilities to the children in the school. Each month, classes at all stages use an 'indicator of the month' as a focus for learning about health and wellbeing. This is supporting children to understand their own wellbeing as well as personal and social issues which impact on them. Children are able to recognise what makes them feel safe and are clear about what they can do to be healthy. There is now scope to further use the indicators to assess children's wellbeing more frequently, providing rich data on how children are thinking and feeling. This will also enable senior leaders and staff to monitor all children more closely and strengthen further the identification of appropriate, timely interventions.
- The school has a strong commitment to the development of children's health and wellbeing, taking account of the local context. A recently reviewed progressive programme for health and wellbeing is in place. Teachers are confident in planning learning experiences for children and access support from key partners including, for example, community police officers. This is leading to children having a clearer understanding about their own health. Children are also developing strategies they can employ to improve their own wellbeing. In collaboration with the child led health committee, staff should continue with plans to review further aspects of the health and wellbeing curriculum, including nutrition and healthy eating. This review will also focus on children's mental and emotional wellbeing, and online safety as these are becoming increasing areas of concern.
- The school's points system of rewards encourages children to make positive choices about their behaviour. Senior leaders supported staff to develop the use of restorative conversations to promote positive behaviour and relationships. These inputs are improving children's confidence and resilience in addressing challenges around relationships and conflict independently.
- Staff develop Getting it right for me (GIRFME) plans alongside the children who require them, ensuring children's voice and participation are part of the process. Classroom teachers implement universal supports well. Interventions which are offered to every child in Chapelside

are carefully monitored by the headteacher. This ensures fairness and equity for all. Children and young people benefit from appropriate targeted interventions, including flexible pathways, to help them engage in their learning.

- Children are encouraged and supported to develop their self-confidence and celebrate their achievements through regular whole school assemblies. They also provide a platform for children to share their learning with others, often around wellbeing. Most recently, a group of children presented their work on how to stay safe.
- Children in Chapelside enjoy at least 120 minutes of physical education (PE) each week, supporting them to stay healthy and active.
- The school fulfils all of its statutory duties in relation to the wellbeing of children, particularly those who have identified needs. These include children with additional support needs (ASN) and care experienced children. School staff follow national advice, guidance and legislation well. The school and local authority provide professional learning on statutory duties for all staff, students, volunteers and partners working with children in the school. This includes safeguarding and child protection training, and work on equality and diversity.
- Across the school year, children participate in and celebrate events and festivals linked to other cultures. The school value of respect encourages and supports an inclusive approach. All children are welcomed, supported and cared for in Chapelside, whatever their circumstances, challenges or protected characteristics. The school should develop further approaches to support equality and diversity and implement strategies to reflect the changing nature of society. This should include improvement planning, policy making and working parties to secure improvements for all children. Children are developing an understanding of societal challenges and changes through well-planned IDL. This includes learning about living in Scotland and exploring other cultures. Moving forward, staff should use 'How good is OUR school' to support further this work.
- Children and staff are aware of the school's approach to anti-bullying. A strong restorative approach is leading to very few incidents of bullying behaviour being displayed across the school. Incidents are recorded within three working days and the school uses the local authority approach to anti bullying which has been developed using the 'Respect for All' guidelines. Children in Chapelside are respectful of others and reflective about their own behaviours and actions. They are able to articulate their understanding of looking at things from the perspective of others.
- Children are developing an awareness of their rights well through, for example, class lessons, regular assemblies and celebration events. The school has achieved bronze Rights Respecting Schools status. Staff should now consider ways in which they can further extend its rights-based approach across the school and reference this more readily in classes. The staff team are now ready to submit their evidence for a silver Rights Respecting Schools Award. A next step is to highlight children's skill development across these activities.
- The very active Parent Council have raised significant funds for the school. This has enabled them to purchase an adventure playground which has a very positive effect on children's wellbeing.
- Senior leaders work hard to improve the attendance of children. This includes a PEF funded soft start in the nurture room for a few targeted children and promotion of the provision for free breakfasts and lunches. Most children attend school every day, feel cared for and nurtured in school, and concentrate well on their learning.

## 3.2 Raising attainment and achievement

satisfactory

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

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Context

- The COVID-19 pandemic has impacted significantly on children's attainment, particularly at early and second level of Curriculum for Excellence (CFE).
- While levels of attainment for children in Chapelside are too low, the school provided evidence of value added in a number of areas. This includes an increase in attainment in literacy and numeracy at early level. Other positive areas include reading at first level and both literacy and numeracy at second level in 2019, prior to the pandemic.

### Attainment in literacy and numeracy

- The headteacher is aware that attainment in literacy and numeracy has been affected by the COVID-19 pandemic. Children have been impacted socially and emotionally and this is resulting in reduced ability to share and to work with others. Children also struggled to complete allocated work during the first lockdown, impacting negatively on their skills development in literacy and numeracy. Teachers are continuing to make efforts to close the learning gaps caused by the pandemic. This is beginning to support increased attainment in literacy and numeracy.
- Overall, children are making satisfactory progress in literacy and English language and in numeracy and mathematics. Children's attainment and the quality of their work across the school is beginning to show signs of improvement. A majority of children at P1 achieve appropriate CFE levels in literacy and numeracy. At P4, a majority of children achieve expected levels in literacy and numeracy. At P7, a majority of children achieve in talking and listening, reading and numeracy with a minority achieving in writing.
- Staff know individual children and their needs well. Children who have additional support needs are identified and plans are in place to support them in learning. This is resulting in children being more confident in learning and understanding what they need to do to improve. Children in Chapelside come from a number of early years settings. Senior leaders should continue to work closely with early years partners to enhance the transfer of attainment information. This will support teachers to plan learning activities well-matched to the needs of P1 children.
- Children do not regularly complete online homework often due to a lack of technology facilities at home. Teachers should be clear about expectations of home learning and increase rigour around what needs to be done and returned. Paper based homework tasks will result in greater completion levels. This should support increased attainment at all levels.

## Attainment in literacy and English

- Most children at early level are developing literacy skills well although a few are not achieving at the expected level. A majority of children at first and second levels are achieving at the expected levels.

## Listening and talking

- Almost all children across the school are well behaved in class. Children know how to follow instructions and are aware of the many strategies used to maintain a calm learning environment.
- Children at early level are learning to share and to practice listening skills. This is resulting in a calm and organised class environment where most children are able to take turns and to listen respectfully to each other. At first level, children engage well in discussions and listen to each other, for example, during peer assessment approaches. This results in a few children having a clear understanding of what to do better. Most children struggle to recognise their next steps.
- At second level, a few children are able to talk confidently and to listen actively. Staff should increase opportunities for children to lead aspects of learning.

## Reading

- Staff agree that reading across all stages in the school needs to improve. This is one of the two whole school strategic priorities. Children do not yet talk confidently about reading and only a few share their enthusiasm for reading. The school does not currently have a formal library, but children have access to a number of books in class. PEF funding is being used to stock a new library space with a current consultation with children under way. This will identify texts which the children enjoy and interest them, and which are relevant to their learning. Children are also encouraged to use the visiting library bus to extend reading opportunities.
- Children are allocated a text linked to their reading level. Not all children are happy with the texts, and this may affect their enjoyment and passion for books. It would be helpful for children to be able to choose from a wider selection of texts.
- At early level, a minority of children are sounding words and using inference linked to pictures. At first level, a few children can talk confidently about the author and the title and can refer to their favourite author. A few children read fluently, explain their preferences in books and can talk about plots and identify characters.
- At second level, most children read with fluency and can talk about the plot and the characters.
- There has been sustained progress over time in reading at second level over the last three years until 2021.

## Writing

- Children at first level are learning sounds and letter formation. A few are able to use sounds to form words and letters correctly. Most children at early level would benefit from simple and fewer steps to practise writing.
- At first level, a few children write confidently. Children at all stages would benefit from further support and practice with basic sentence structure using capital letters and full stops. Teachers provide written feedback but children are not clear how to improve their writing skills based on feedback alone. At second level, children would benefit from opportunities for more extended writing. Punctuation and presentation across all stages are areas for development. A few children are able to talk about the use of grammar in writing.

- Children self-assess and peer assess but only a few children carry out this task with accuracy. This results in mistakes being unnoticed and not corrected. The quality of writing needs to improve across all stages.

### **Numeracy and mathematics**

- The majority of children achieve the expected level in numeracy. The pandemic has had an impact on children's attainment in numeracy. Although there has been improvement from the previous session, attainment levels have not yet returned to pre pandemic levels.

### **Number, money, and measure**

- At early level, children have begun to explain their thinking using number talks and ten frames. At first level, children are confident rounding numbers to the nearest 10 and 100. They understand the importance of zero within the system and use their knowledge to explain the link between a digit, its place and its value. Children use addition and subtraction, making effective use of mental strategies when prompted, for example, they are able to give the change from two pounds when given a word problem. Most children can explain what a simple fraction is using a pictorial representation. They need to build their knowledge and confidence in recognising and understanding other simple fractions and when using the 12-hour analogue clock to tell the time past and to the hour.
- At second level, most children could round to the nearest 100,000, and when using decimals could round to the nearest whole number and to a single decimal place.

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

- At first level, the majority of children are developing their understanding of the properties of three-dimensional objects, including, face, edge, vertex and base. At second level, most children are able to identify the nets of some three-dimensional objects. They have a knowledge of the four compass points and can use these to identify the 90° angle.

### **Information handling**

- At early level, children use tally marks and pictorial bar graphs to display and talk about information. At first level, children are using information effectively to create bar graphs that they are able to interpret. At second level, children are collecting information independently to create bar graphs. Children at all stages now need to strengthen their use of digital technology to extend and develop their information handling skills.

### **Attainment over time**

- Children's profile of attainment varies over a period of time. Staff are aware that the pandemic has also impacted on many areas of attainment. The headteacher carefully tracks each child in literacy and numeracy. This is done in tandem with class teachers. Teachers' judgement of attainment of a level is not yet sufficiently robust. There is scope to review teachers' professional judgement of levels by increasing the focus on moderation activities.
- While not for the same cohort of children, there have been clear increases in attainment in each year group in literacy and numeracy compared to previous years. Some of these increases have been significant.
- Attainment over time for the current P5, since their time in P1, shows significant increases in attainment in listening and talking and reading, and very significant progress in writing and numeracy.



## Overall quality of learner's achievements

- Children's achievements have been affected by the pandemic. During periods of school closure and national lockdowns, there were very limited opportunities to participate in clubs, family gatherings and outings to see friends. This impacted on children's communications skills, teamworking and levels of confidence.
- Commendably, all children are now members of a school committee. This is beginning to support children to understand the local area. For example, the gardening committee produced garlands for Christmas as well as maintaining the school garden. This is resulting in children having a good understanding of the environment.
- Children enjoy trips which support their work in classes. This includes outings to Glasgow city centre and to a nearby country park. These experiences enable children to apply their learning in unfamiliar contexts and build their confidence.
- The road safety committee are able to share their knowledge of local transport issues. The Eco committee are leading the school plan for the next eco award. These activities are supporting children to be confident individuals and responsible citizens.
- Children across the school participate in delivering assemblies and this is building confidence and resilience. Staff should support children to understand the many skills they are learning through these activities. There is scope to make sure staff keep a track of children's skill development across all stages. This will enable children to build and develop skills across the stages.
- Children have the opportunity to take part in a wide range of after school activities including gardening and sports and these are well received. Children are developing key skills in teamwork, leadership and communication, as well as building their confidence.

## Equity for all learners

- Staff face significant challenges to close the poverty related attainment gap in Chapelside, given the high proportion of children living in SIMD 1 and 2.
- Interventions including the provision of breakfasts, clothing, soft starts, and free travel is supporting the removal of barriers to learning facing children. As a result, identified children are improving their engagement in learning.
- All staff demonstrate an understanding of the socio-economic background of children. They seek to provide appropriate interventions to address individual children's needs, including online apps to support learning, particularly in numeracy. As a result, identified children are making progress in literacy and numeracy. These interventions are supporting improvements in literacy and numeracy for individual children. Senior leaders should continue to identify any gaps in attainment for different groups of children including a specific focus on how best to close the poverty related attainment gap. They should ensure that planned interventions address gaps in attainment by measuring their impact on children's progress more robustly. The headteacher and staff should also monitor the impact of interventions to ensure they raise children's attainment.
- The headteacher uses PEF well to employ additional staffing to support children, particularly in nurture. The nurture base is used to support targeted groups of children at specific stages during the school day and beyond. This is impacting positively on the engagement in learning of a few identified children. Children report that, as a result of their experiences in nurture, they are better able to concentrate in lessons. They are able to work successfully and in harmony



with other children. It is too early to measure the impact of these interventions on identified children's attainment overall, but attendance and engagement is improving for this group.

## 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.