

Summarised inspection findings

Canberra Primary School

South Lanarkshire Council

4 June 2024

Key contextual information

Canberra Primary is a non-denominational, co-educational school, with a nursery class, situated in the Westwood area of East Kilbride. It serves a wide-ranging catchment area from Westwood to Hairmyres. The school's modern building has a mixture of open-plan and traditional classrooms, and a variety of other spaces. It was opened in 2012. The nursery class was established in 2020. The headteacher has been in post for nine years and is supported by a principal teacher.

Children move to Canberra Primary from a variety of pre-primary experiences. Approximately 170 children currently attend the school across seven classes. Most children progress to Duncanrig High School after P7.

Attendance is generally in line with the national average. There have been no exclusions from 2018/19 to the present date. 11% of children at P6 and P7 are registered for free school meals and 20.8% of children have additional support needs. Very few children live within the most deprived data zones in Scotland.

1.3 Leadership of change

very 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 highly-regarded and well-respected headteacher provides strong leadership which is enabling staff to promote and demonstrate well the aspirational vision for the school. She leads the school with humility, integrity and a very strong sense of collegiality. As a result, staff and children alike benefit from a sense of belonging, purpose and mutual respect.
- The headteacher led the successful consultation and development of the recently refreshed school vision, values and aims. The whole school community were actively involved in this process. Staff promote and refer regularly to the shared vision, values and aims and they permeate life in the school. As a result, staff and children enjoy strong, positive relationships and work together well towards shared improvement priorities.
- Children, supported by their teachers, create a class charter each year. These charters, which are clearly and appropriately displayed, reflect well the values, aims and expectations of all children in the school. They also reflect clearly children's rights and the inclusive ethos of the school. As a result, children benefit from a calm, nurturing learning environment in which they are eager to learn.
- The headteacher follows the local authority planning process effectively to identify school improvement priorities. Currently this consists of a three-year plan with appropriate, realistic and manageable priorities, identified from a range of well-considered self-evaluation activities. All staff engage in a range of activities and use data to help inform school priorities. Current priorities rightly include ongoing work to improve attainment in reading and writing further

across the school. Progress against all of the priorities and the associated detailed actions are reviewed regularly by teachers and senior leaders through effective evaluative activities. Stakeholders are positive about their involvement in identifying school priorities. Senior leaders should continue to develop the role of all stakeholders in key strategic school developments.

- Almost all staff have a good understanding of the socio-economic context in which individual children live. Senior leaders also appropriately follow local authority procedures for the use of Pupil Equity Funding (PEF). As a result, targeted children are supported well to achieve and attain.
- Distributed leadership is a strong feature of the school. Staff are empowered and encouraged to lead strategic improvements across the school. Teachers and support staff appreciate the many opportunities they have to drive forward whole school improvements. They are proactive in embracing additional leadership roles such as subject, play and equalities coordinators. Staff undertaking these roles have ensured improvements in children's experiences, both within and outwith the classroom. This is evident in, for example, approaches to teaching maths, introducing real-life engineering skills to children and supporting children to recognise their emotions. Staff who lead specific priorities have clear plans in place, regularly review progress and track and monitor the subsequent impact for children well. This strong collaborative approach is resulting in improvements across all stages in the school.
- Senior leaders have developed an improvement calendar for teachers to ensure that the pace of change is appropriate, understood and implemented effectively. This also ensures that tracking reports to parents, learning conversations with children and review meetings with staff, for example, take place timeously and are well sequenced. Senior leaders protect time for professional learning, collegiate activity and self-evaluation processes for teachers. Professional learning activities reflect well the current school priorities of developing science teaching, improving attainment and embedding play pedagogy. Support staff would benefit from dedicated time to engage further with teachers and to develop their whole school leadership roles.
- Senior leaders and staff actively encourage meaningful pupil participation and leadership in many ways across the school. All children, from P4 to P7, are part of formal committees with specific remits and associated action plans. Examples of committees include the Rights Respecting Schools committee, Eco-ambassadors and the pupil council. All children across the school contribute effectively to school improvement priorities through the 'big question' approach. Children, as 'Young leaders of learning', have played a significant role, working to raise attainment in writing. They shared this experience with another school to create a shared plan for improvement across both schools focusing on outdoor learning. This demonstrates pupil leadership in action well. Children are well placed to consider developing a child friendly school improvement plan.
- Children are rightly proud of the newly created library facility within the school, developed through their active engagement in the participatory budget process. They talk animatedly and enthusiastically about the opportunity afforded them to lead a whole school project. This has resulted in large scale change and improvements for all children and staff in the school. Children are developing an increased sense of enjoyment and interest in reading as a result of this, and the successful 'reading buddies' programme. Senior leaders should now consider how some of these valuable opportunities could be extended to include younger children.

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

- Across the school, teachers use a variety of teaching approaches to engage children in learning experiences effectively. These include working with partners, in groups and independently. This has led to a respectful, encouraging and supportive learning environment in which children are eager to learn. Children throughout the school are friendly, articulate and well mannered. In almost all classes, the ethos is productive and calm. Most children respond well when given the opportunity to work together. In most lessons, children are motivated and engage well in their learning. In a few lessons, they exercise choice and lead their learning. Teachers should support children to lead and extend their own learning more often.
- In most lessons, teacher's explanations and instructions are clear. In most classes, teachers share the purpose of learning with children and how they know they will be successful. A minority of teachers co-construct steps for success with the children effectively. Senior leaders should now ensure that all children understand better what they need to do to be successful in their learning.
- Teachers' use of whole class learning activities does not always allow for children to experience appropriate levels of pace or challenge. Children often undertake three different activities in a lesson. However, often these activities are the same for all children. This leads to some children working on tasks that are too easy for them and others finding work too difficult. Teachers should continue to develop their approaches to differentiation to ensure work is set at the right level of difficulty for all children.
- The majority of teachers provide children with clear verbal feedback about their learning. Across the school, teachers should develop approaches to feedback to support children's learning and progress more effectively. A more consistent approach to high-quality feedback should help children understand better what they need to do to improve. This should help children build on their strengths and identify areas of learning that they require to develop.
- Teachers use questioning well to clarify children's understanding and information recall. In a few classes, teachers use questioning to deepen children's thinking. Teachers should continue to develop the quality of questioning to support children to develop higher-order thinking skills and increase the level of challenge for a few children.
- Children across all stages access digital technology regularly to support their learning both at home and in school. They use online applications confidently to reinforce their literacy and numeracy skills. Children enjoy opportunities to undertake research using search engines and use them well.

- Staff, particularly those teaching at early level, recognise the benefit of play pedagogy. They are at the early stages of providing a range of learning through play experiences for children. Teachers should continue to develop their shared understanding of play and engage with national practice guidance. Staff should continue to work collaboratively across the early level to develop further the effective use of spaces, interactions and experiences.
- All teachers use a wide range of summative and standardised assessments to evidence children's progress, particularly for literacy and numeracy. Teachers gather samples of children's work at set times throughout the year. They use these, alongside standardised assessments, to inform their professional judgements of children's progress. Staff engage well in professional discussions and moderation activities within and outwith the school, around judging the progress of children. Teachers contribute very well to, and benefit from, the Duncanrig Learning Community learning, teaching and assessment improvement collaborative. This includes planning time to collaborate with colleagues from other schools. During this time, staff review and moderate pupil evidence from a variety of pieces of writing at each stage. This helps to ensure consistency of teacher judgements on achievement of Curriculum for Excellence (CfE) levels.
- Across the school, teachers should develop their approaches to the use of formative assessment to check children's understanding. This will support children to evaluate their progress during lessons. Teachers should ensure they use ongoing assessment information to adapt learning experiences to meet the needs of all learners. Across the school, children would benefit from engaging in self and peer assessment more regularly. This will allow children to reflect on their learning and understand their progress more clearly across the curriculum.
- Teachers plan effectively across all curricular areas using CfE experiences and outcomes. They recognise the importance of assessment being integral to the planning of learning and teaching. However, they need to monitor children's progress more closely and encourage further challenge with individuals and groups of children during learning activities. This should help ensure appropriate progress for all learners.
- Staff have established a strong ethos of collegiality and positive working relationships across the different stages and the whole school. Children benefit from working together with their teacher to plan and shape learning during interdisciplinary learning. They share what they already know and what they want to know more about at the start of topics. This is supporting a shared understanding of the next steps in children's learning.
- Senior leaders have regular tracking discussions with teachers. Teachers track and record children's progress in literacy and numeracy well. Staff have developed a shared understanding of children's engagement in learning, based on a range of research evidence and professional learning. Staff use the 'Engagement in Canberra Framework' to track and monitor children's engagement in their learning regularly. This enables staff to provide targeted support to improve engagement and learning for children. These effective approaches to tracking also allow staff to identify any children who, for example, require additional support with their learning, or who are affected by poverty. Staff agree strategies, interventions or resources to help improve children's progress, particularly in literacy and numeracy.

2.2 Curriculum: Learning pathways

- Across the school, teachers make effective use of local authority and school progression pathways to plan learning across all curriculum areas. These pathways are linked to CfE experiences and outcomes. It is important to ensure learning in key areas, such as literacy and numeracy, is offered daily. Staff have recently implemented a progression framework for health and wellbeing which increasingly recognises that this aspect of learning is everyone's responsibility. Children at P4 have enjoyed and benefited from a collaborative partnership project in science, technology, engineering and mathematics. Children are inspired and motivated by creative learning experiences in key science and engineering concepts.
- Staff are at the early stages of developing approaches to outdoor learning. At early level, staff have been developing outdoor learning through "Nature Detectives." Senior leaders and staff should ensure all children have regular opportunities to learn outdoors. They should continue to work together to develop a progressive outdoor learning programme to enhance children's learning experiences.
- All children receive their entitlement of two hours of high-quality physical education (PE) each week. Children from P1 to P7, learn French as part of their languages programme. As planned, teachers should now extend to planning for progression in Spanish in accordance with The Scottish Government's 1+2 approach to modern languages.
- Children benefit from religious and moral education, supported well by partners, which celebrates and promotes cultural diversity well. Children enjoy visiting religious buildings as part of the planned curriculum. Children learn about different cultures and religions through, for example, recognising the festivals and celebrations of Christianity and other world religions. This is helping them be kind, understanding and respectful of each other, which supports the calm, inclusive environment in the school.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents appreciate the support from, and involvement with, staff in the school. Parents benefit from well-planned and timely 'meet the teacher' events which allow them to get to know their child's teacher early in the new academic session. Termly newsletters from each class teacher help keep parents informed of what their child's class has been learning, and what they are moving on to. This enables parents to further support children at home. Termly tracking reports which identify strengths and next steps for each child, help parents understand how their child is progressing in their learning. Staff are at the early stages of developing learning profiles to enable children to share more effectively their learning from school at home.
- The headteacher provides regular communication with parents through social media and other channels. She provides parents with welcome updates of whole school improvements and activities. This includes information sharing as well as informative presentations which help parents understand better how to support their child's learning.
- The Parent Council is consulted on a variety of issues relating to the school. Senior leaders are aware of the need to ensure that it becomes more representative of the whole school community. Senior leaders should now consider how to reach more parents more regularly, in ways which are accessible to all.

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

- Children and staff benefit from a strong sense of community across the school. The well-embedded house system supports children's sense of belonging and inclusion. Staff know the children and their families very well. They understand that wellbeing underpins children's ability to achieve success. Children and staff enjoy strong, supportive relationships. Almost all children feel safe at school, and most can identify someone in school to talk to if they have any concerns. Most children feel that they are treated with respect by their peers and that other children behave well. Incidences of off-task, disruptive behaviour are rare.
- Senior leaders and staff discuss school values and wellbeing indicators regularly with children through, for example, the health and wellbeing curriculum and at regular assemblies. Across the school, all children complete wellbeing assessments. Teachers consider the children's responses to these and discuss any concerns they have with children. This results in staff providing appropriate targeted support to improve outcomes for children. All staff enable and encourage children to discuss their emotions. This helps most children recognise and manage their own wellbeing very well. As a result of the approaches to wellbeing across the school, children enjoy relationships which are strong, supportive and founded on a climate of mutual respect.
- All staff ensure that children are at the centre of decision making. Children know their views are important and feel they have a voice in decision making. Their views are regularly sought on a wide range of school improvements. For example, in how staff can take forward the school improvement priority to improve attainment in writing for children. Children appreciate their views being sought through surveys and class activities. Children talk well of the impact that their participation in decision making processes has in the school. As a result of this approach by staff, almost all children feel that they are fully included in the life of the school.
- Almost all children recognise that the school helps them lead a healthy lifestyle. Children engage in a range of physical activities in addition to planned PE lessons. They participate in staff-led clubs and activities such as running, netball and volleyball. Children also lead lunchtime groups such as dance and multi-sports. This supports almost all children to understand the importance of being active and how this impacts their own wellbeing.
- Attendance across the school is in line with the national average. Senior leaders monitor children's attendance closely. For the few children for whom there are concerns, senior leaders are proactive in addressing any barriers to attending school. Staff contact parents and other agencies to plan supports to help children attend school timeously. The level of attendance for the majority of identified children has improved as a result. Senior leaders

should continue to focus on ensuring impact from the approaches used to improve attendance for a few children. The school has had no recorded exclusions for five years.

- Almost all staff have a good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Staff have developed strong approaches to identifying and supporting children who require additional support with their learning. Staff use tracking information well to plan appropriate interventions for identified children. Senior leaders maintain an overview of planned, targeted interventions and review these termly with class teachers. As a result, staff and children are able to demonstrate improvements for the majority of children who require additional support in their learning. All children who require them have individualised programmes and plans in place, which are informed by their views. Staff should ensure that all children's targets for learning are more specific, to ensure they are measurable and achievable. This will support children's and parents understanding of the targets set further.
- Children, who require additional support with their learning benefit from interventions which are delivered well by support staff. Staff also work effectively with a range of partners to support the needs of individual children. A few staff have undertaken accredited training on the principles of nurture and use this effectively to support individuals and groups of children. This intervention helps children develop positive relationships, supports their wellbeing and promotes further engagement in their learning. Targeted interventions by staff result in almost all children making appropriate progress in their learning. Senior leaders should now ensure that all interventions are systematically planned for and evaluated. This will help to demonstrate clearly the improvements in outcomes for children. This should enable senior leaders to evaluate the impact of different interventions more effectively.
- A few children receive targeted support through a coaching and mentoring programme, supported well by partners. This helps children develop strategies which support them to engage further in their learning. This results in a few children making better progress in their learning. Children also benefit from intergenerational learning within their community. They enjoy visiting the local care home and spending time with elderly residents on planned activities. Children invite residents to Christmas concerts and school shows. As a result of this, children are developing their skills as responsible citizens and are having a positive influence within the community.
- Most children understand issues relating to equality and diversity well. The school has recently established an 'Equality Ambassadors' group to develop this area further. Children in this group raised awareness of Black History month and have reviewed reading materials to ensure more diverse reading materials are available across the school. Staff support children well to develop their understanding of children's rights. Children learn about the importance of respecting differences through assemblies and as part of the curriculum. All teachers ensure their planning for interdisciplinary learning takes appropriate account of equality, diversity and challenging discrimination. As a result, all children are developing well their understanding of the importance of celebrating diversity and challenging discrimination.
- As a result of the strong and effective partnership working, all children are very well supported as they move from nursery to P1. Teachers across the school have developed robust processes to support the transition of children as they move from one class to the next. They produce detailed reports of progress made by children and identify next steps based on assessment information. Children are supported well and make very good progress as they move through the school as a result. Teachers also work well with partner agencies and staff in the local secondary school. This helps ensure that children moving from primary to secondary school who require additional support are supported well. As a

result, children move from primary to secondary school more confidently and settle into their new environment more quickly.

3.2 Raising attainment and achievement

very 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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good. Most children in P1, P4 and P7 attain expected CfE levels in reading, writing and numeracy. Almost all children attain expected CfE levels in listening and talking. As they progress in their learning, most children make very good progress and are on track to achieve, or to exceed, expected CfE levels. Staff predict improvements in attainment for 2023/24. Evidence provided by senior leaders demonstrates that across P2, P3, P5 and P6, most children are on track to achieve expected CfE levels of attainment in literacy and numeracy in June 2024. The majority of children with additional support needs make appropriate progress towards their individual targets. In almost all measures, children's attainment is above the South Lanarkshire Council and national averages.
- As a result of a variety of well thought out and executed collaborative activities, teachers' professional judgements of achievement of a level across the school are robust and reliable.

Attainment in literacy and English

- Overall attainment in literacy and English is very good. Almost all children make very good progress in reading and listening and talking. Most make very good progress in writing.

Listening and talking

- Across the school, almost all children listen well to each other during classroom activities. They listen well to instructions and explanations from staff and to each other when working in pairs or small groups. At early level, children are developing their listening and talking skills through play. At first and second levels, most children listen and respond appropriately and contribute to class discussions. At second level, children confidently deliver presentations to their peers in class and at assembly. They would benefit from opportunities to extend their listening and talking skills through, for example, debating.

Reading

- All children benefit from reading for pleasure. Across the school, all children regularly and readily participate in "reading buddies" to develop further reading skills. At early level, children are developing their understanding of initial sounds and common words. At first level, children identify fiction and non-fiction texts. They identify confidently features of non-fiction text for example, contents, glossary and index. A few are less confident explaining preferences for particular authors and texts. Most children across first and second level, read with increasing fluency and with understanding. At second level, children answer increasingly complex questions about texts and explain their answers clearly. They select

texts to read for enjoyment and are developing an understanding of authors and genres they prefer.

Writing

- Most children at early level form lower case letters legibly and leave a space between words. They are beginning to develop independent writing skills. At first and second levels, children write for a variety of different purposes, including persuasive and recount. At second level, they are beginning to produce more extended pieces of writing. They understand and use features of language such as simile and metaphor appropriately to engage the reader. Staff have developed ways to improve writing across the school, including approaches to support assessment of writing. The quality of children's writing is improving. Overall, children would benefit from more consistently high expectations in handwriting and presentation of their work.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is very good. Most children make good progress in numeracy and mathematics. Staff should continue with their plans to improve attainment in numeracy and maths, including further consideration of teaching mental maths in a planned and progressive way across the school.

Number, money and measure

- Most children at early level work confidently with numbers to 20 and use practical materials to count on and count back. Most children at first level round whole numbers to the nearest 10 and competently solve two-step problems. At this level, children are less confident in using fractions. Children at second level confidently round decimal fractions to the nearest whole number to two decimal places. Most enthusiastically solve simple algebraic problems but are less sure about carrying out word problems and working within a budget.

Shape, position and movement

- Almost all children at early level enjoy measuring and comparing lengths of stuffed animals. They recognise simple two-dimensional (2D) shapes and should now be encouraged to use appropriate vocabulary to describe these shapes. At first level, most children recognise 2D shapes. They are less sure about providing reasonable estimates of length and height. Most children at second level talk confidently about a range of angles but are not yet confident when calculating the area of 2D shapes.

Information handling

- At early level, children match and sort objects, for example coloured skittles. At first level, children enjoyed using tally marks to record class choices at Hallowe'en. At second level, children describe confidently a range of different ways to handle information including, for example, bar and pie charts. Across the school, children would benefit from more regular opportunities to analyse and display information in meaningful and real-life contexts.

Attainment over time

- Overall, from 2020/21 to 2022/23 most children achieve expected CfE levels in reading, writing and numeracy. Almost all achieve expected CfE levels in listening and talking over the same time period. Generally, children make good progress from their prior learning. Children at P3, P4 and P5 are making very good progress in listening and talking and in numeracy. Figures provided by senior leaders indicate attainment, particularly in writing, is on track to improve further this session. This is as a result of focussed and sustained work within the school and across the Duncanrig Learning Community.

Overall quality of learners' achievements

- A significant number of young people benefit from the wide range of leadership roles across the school. These include as house captains, young leaders of learning, pupil council, Eco Committee and the literacy committee. Children recognise and value their voices being heard through these roles. They talk animatedly and confidently about how these activities help them influence real change in the school. They also recognise how their own self-esteem, confidence and general sense of wellbeing is improving, as a result of taking part in these roles.
- Children enjoy taking part in activities in school such as football, netball, arts and crafts and plastic toy construction clubs. Out with school, children take part in cheerleading and martial arts for example, and dancing at local, national and world competition level. Staff actively encourage children to take part in and share their experiences of activities outwith the school day. Through these activities children are developing well their physical and fine motor skills as well as those of team-building and resilience.
- Staff and children recognise and celebrate achievements, large and small, in many creative ways. House captains play a key role in leading house assemblies where children from nursery to P7 are invited and encouraged to share their successes. Through these events, children develop confidence in public speaking as well as recognising other's successes. Children talk well about, and appreciate, the in-school awards they receive, which are linked to the four capacities clearly. They also enjoy seeing their successes promoted through newsletters and social media.
- As identified by staff, a next step is to continue to refine the current method of tracking children's participation in wider achievements to include a focus on skills. Staff are at the early stages of implementing the local authority skills development framework. This will support children to recognise and understand the importance of the skills they are developing through these crucial activities and experiences.

Equity for all learners

- Staff are very well aware of the context and individual circumstances of all children. They use this information effectively to ensure appropriate support, challenge and interventions are in place for individual children. This helps individual children make appropriate progress towards their individual targets.
- Specific targeted interventions in reading and writing are improving attainment for the majority of children supported through PEF. These include specific programmes of work and whole school initiatives such as reading buddies. While there is no consistent pattern of improvement, the attainment gap can be seen to have reduced in the latest year (2021/22) between children living in the least and most deprived data zones in literacy and numeracy.
- Staff ensure, through appropriate use of PEF, that all children and their families are fully included in the life of the school. Children are discreetly and sensitively supported to attend activities out with the school day, for example. This helps them, along with their peers, develop important life skills such as team-building and develop confidence and their self-esteem.

Practice worth sharing more widely

Young leaders of learning: Pupil leadership in action

- Children developed a plan to improve their attainment in writing. This involved them hosting learning conversations, observing lessons and feeding back to teachers how they felt improvements could be made in teaching punctuation. As a result, the quality of their writing and their writing attainment has improved. They shared this approach with another school in the Learning Community to develop a shared plan for improving Outdoor Learning.

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.