

Summarised inspection findings

St Patrick's Primary School

Glasgow City Council

21 January 2025

Key contextual information

St Patrick's Primary School is a denominational school in the Anderston area of Glasgow. At the time of the inspection, the school roll was 226 children arranged across nine classes.

The headteacher was appointed to the substantive post in October 2022, after a period of three months as acting headteacher. This followed a period of significant and ongoing change in the leadership team. The headteacher is supported by an acting deputy headteacher and a temporary part-time principal teacher. The principal teacher is funded from Pupil Equity Funding (PEF) and has a 0.6 full time equivalent class teaching commitment.

A majority of the children live in Scottish Index of Multiple Deprivation deciles 1 and 2. Approximately 51% of children in the school require additional support and 72% have English as an additional language. Forty-four percent of children in P6 and P7 are registered for free school meals.

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

- St Patrick's Primary School has a strong sense of community where all staff care deeply about children. Staff put children's emotional and social wellbeing at the heart of all they do. All staff demonstrate a strong commitment to do their best for children. Children learn and thrive in a happy, calm environment where all adults support them well. The aims of the school 'to live, to learn, to love' embrace the Gospel values and reflect the school's Catholic identity. The school values of responsibility, resilience and respect are underpinned by positive, nurturing relationships. They were developed collaboratively by children, staff, parents and partners. They are embedded very well in interactions and in practice across the school.
- The headteacher provides very effective, strong and caring leadership. Her energy, enthusiasm and determination motivate and empower staff and the wider community to improve outcomes for children. Teachers are inspired by the headteacher's aspirations for children and their families. The headteacher is supported very well by the acting deputy headteacher and acting principal teacher. Together, they are respected and valued by children, parents, staff and partners, who speak positively about the ways in which everyone is empowered to work collaboratively. Senior leaders have a very good understanding of the needs of all members of the school community. As a result of their strong leadership in this area, children's wellbeing, equality and inclusion needs are being met very effectively.
- Senior leaders protect time for all staff to engage regularly in discussions that inform the school's improvement plan. This includes reviewing the impact of the school's work using 'How good is our school? 4th Edition'. In carrying out these activities, staff understand and

have ownership of the school's agenda for implementing change and improvement. Senior leaders have developed a clear quality assurance calendar. They undertake a wide range of regular activities which includes teachers participating in peer visits to observe and discuss practice. Teachers welcome the feedback they receive. This has a direct and positive impact on improving learning, teaching and assessment across the school.

- The headteacher considers and manages the pace of change skilfully. As a result, staff are confident in leading aspects of school improvement and developing their own leadership skills. There are clear and strong connections between self-evaluation, improvement planning and professional learning. The school improvement plan has a clear rationale for the improvements identified. These link well with the priorities of the school and local authority. Senior leaders identify desired outcomes as a result of planned improvement. As planned, they should include more specific measures of success to further enhance their approach to strategic planning.
- Senior leaders work successfully to develop leadership at all levels. This has led to a climate of very strong collegiality across the staff team. Teachers lead enthusiastically on aspects of school improvement and take responsibility for pupil leadership groups. All staff are highly committed to change. They demonstrate a clear sense of shared purpose and are increasingly confident in taking responsibility for leading aspects of school improvement. This is supporting them to develop coherent approaches to learning and teaching and supporting children's wellbeing. This includes, for example, clear routines and structures in classrooms and consistent approaches to promoting anti-bullying.
- Staff have established strong links with partners. They are invested fully in working collaboratively with partners. Collectively, they use solution-focused approaches to ensure an inclusive approach to learning. This approach is helping staff to address barriers faced by children and their families, not just in the school, but in the wider community.
- Senior leaders support all teachers to engage meaningfully with annual staff professional reviews. Teachers link their learning plans effectively to the General Teaching Council for Scotland standards and the school improvement plan. All staff undertake training and additional qualifications to enhance their own skills. All teaching staff have undertaken professional enquiry projects. Examples include digital learning, nurture principles and language and communication strategies. They are committed to learn from others to make sure they continue to refine and improve practice. They share readily their learning with each other and support colleagues to implement change and improvements. Their engagement with professional learning and commitment to effective leadership of change is resulting in improved outcomes for children.
- All children across the school have meaningful and significant leadership opportunities and responsibilities as members of St Patrick's Parliament (MSPs) or Article 15 Friday groups. These include faith, digital, eco and children's rights steering groups. Children articulate how these leadership opportunities develop their confidence and decision-making skills. Most children feel their views are listened to and are confident to share their ideas with staff using a 'you said, we did' approach. Children see themselves as effective agents of change who can make a difference in their school and community.
- All staff have a strong understanding of the social, economic and cultural context of the school. This influences strategic planning for improvement. The headteacher has a very well-considered plan for Pupil Equity Funding (PEF). She has allocated this funding effectively for additional staffing and staff professional development to support children with their wellbeing and learning. The headteacher consults with the Parent Council on the use of

PEF and includes them in joint decision-making to allocate funds. PEF is making a positive difference to outcomes for children, particularly in health and wellbeing and readiness to learn.

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 headteacher, has worked well with staff, children and the wider school community to create a friendly, calm and inclusive ethos. Almost all children display good manners and are supportive towards other children. In all lessons, there are positive relationships between adults and children. Children's experiences are underpinned by the embedded school values. They are proud of their school and highly value their roles within it.
- Staff employ strategies for promoting self-regulation and emotional literacy well. For example, the use of calm corners and breathing techniques support children to regulate their emotions. There are few incidents of dysregulated behaviour, and staff manage these well. These clear and consistent approaches are promoting a positive climate for learning. Senior leaders plan regular professional learning for staff to improve their skills in managing the wide range of needs within each class. The local authority provides clear guidance and support through professional learning sessions, for example, by educational psychology services.
- Most children are enthusiastic about learning and interact well with each other during activities. They work well independently, in pairs or in groups and are confident learners. Most teachers use a range of approaches and activities to engage and motivate children. In most lessons across the school, teachers give clear instructions and explanations.
- Most teachers structure lessons effectively. They share the purpose of learning and set steps of success for children. This helps children to be clear about how to make progress in their learning. In a few lessons, teachers co-construct success criteria with children, when appropriate. Most teachers use questioning well to elicit information and to check children's understanding. In a few lessons, children create questions for other children to answer. This is supporting them to build higher order thinking skills successfully. Most teachers provide well-timed interventions to support children to make progress.
- Staff provide skilful support for children who are new to English. Children use digital technology to develop skills using their own language while learning English vocabulary. For example, children use technology independently to translate instructions and complete learning tasks. This ensures that language is not a barrier to progression of skills and leads to positive outcomes for these learners.
- In most classes, all children complete the same activity as their peers, some with support from staff. This approach does not meet the needs of all learners in the class sufficiently well. Senior leaders should support teachers to ensure that work is consistently set at the right level of difficulty. This includes for highly-able children who require additional levels of challenge.
- Children are very positive about reading. Staff's focus on promoting reading is having a positive impact on how children develop their comprehension skills and attitudes towards

books. Staff and children have developed well-resourced quiet reading areas within the classes to enhance reading for pleasure. Children take on the role of 'Starbook' librarians and are responsible for maintaining the school's library. Dual-language, culturally diverse books, and dyslexia friendly texts support children's understanding of diversity and inclusion. Children talk positively about reading for pleasure and the books they access.

- Staff have considered the impact of learning environments on children. They ensure the school is well-organised with a balance of useful displays and celebrations of children's work in corridors and classrooms. In a few classes, children learn about sustainability. For example, children plant and grow vegetables in the local allotment. The headteacher should proceed with plans to review the development of outdoor spaces to better facilitate learning outdoors.
- All staff plan exciting learning opportunities with a wide range of partners across the city. For example, P6 and P7 children work with a local university to engage in tasks on sustainability, entrepreneurship, wellbeing and experience a graduation ceremony. These opportunities are providing aspirational and rich cultural experiences for children.
- In most lessons digital devices support access to learning materials. Teachers have embedded the use of assistive technologies to ensure the curriculum is accessible and supports all children to experience success. Staff and digital MSPs should proceed with plans to develop digital technology further to enhance learning experiences.
- Children in P1 and P2 experience regular play-based learning. Teachers have engaged with national guidance to support the implementation of this approach. Children participate positively in these activities. Child-led learning and teacher-directed learning takes place on different days and in different environments. The headteacher should review approaches to learning through play to allow children to embed and apply their learning across the week.
- Teachers recently reviewed the range of assessment approaches they use, including national standardised assessments to check children's progress. They use an assessment calendar to guide the use of assessment across the school. All teachers use a range of assessments to support children to set learning targets in literacy and numeracy. Constructive feedback from teachers, peer and self-assessment feature strongly in children's writing. This enables children to evaluate effectively their learning in this area. Teachers should continue to build on this effective practice in other areas of the curriculum. In a few classes, children would benefit from more allocated time to action feedback.
- Teachers plan, assess and moderate children's work. Senior leaders have developed moderation processes to support teachers' understanding of national standards. This is resulting in a growing confidence in professional judgements of children's attainment of Curriculum for Excellence (CfE) levels. However, this is not yet consistent across the school. Senior leaders should continue with plans to provide opportunities for teachers to discuss and moderate children's progress through CfE levels.
- The headteacher has developed a school tracking and monitoring system to gather important information about children. Senior leaders meet termly with teachers to discuss progress in literacy, numeracy and health and wellbeing. Staff identify successfully those children requiring additional support through their 'fact, story, action' approach. This results in the identification of supports that progress learning. Class teachers and support assistants provide a range of interventions for children. This is having a positive impact on closing poverty related attainment gaps. For a few children these interventions could be more short term.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways to plan and deliver learning across all curricular areas. They consider how learning that links across different curricular areas can be grouped. Most teachers plan an effective range of experiences to enhance and extend children's literacy and numeracy skills across the curriculum. The headteacher should proceed with plans to review approaches to teaching phonics in P1.
- Staff provide a progressive health and wellbeing curriculum that provides social, emotional and physical wellbeing. A separate progression planner provides a broad, skills-based physical education. Staff use 'God's Loving Plan' progression pathways to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. Children learn about other world religions and festivals meaningfully. Families are invited to lead and celebrate religious festivals in the school.
- Staff work very well with partners to provide a strong focus to develop young people's skills for life, learning and work. For example, P6 and P7 staff worked with a local bank to develop employment skills programme. This results in children successfully learning how to deliver presentations, create application forms and prepare for interviews.
- Children have regular opportunities to contribute to the wider community through their Faith Action Group. They contribute to national and local charities purposefully. Children support their local community in a variety of ways. For example, they regularly undertake litter picking to enhance the local environment.
- All children learn both Spanish and Italian appropriate to their age and stage of development. Teachers use progression pathways to develop children's knowledge and skills in these languages effectively.
- All children receive their full entitlement of two hours of high-quality physical education each week.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel involved and informed about the school's work and parents are keen to get involved. Almost all parents recognise that their views are sought and acted upon. Parents feel well informed about change and actions that contribute to continuous improvement. The headteacher promotes a close working relationship with the school's Parent Council. The Parent Council have supported the school with aspects of improvement including fundraising for resources and experiences. This contributes to the team spirit and strong sense of community and supports the school's values very well.
- Most parents feel they receive helpful and informative information about their child on a regular basis. They appreciate the wide range of activities provided by staff to support children's learning. This includes the school's 'play along maths' sessions and their learner and parent Reading Club. Parents recognise that support is made readily available for parents as well as for learners. Parents value family engagement that helps them to support children's development in literacy, numeracy and health and wellbeing.
- Staff have developed very effective links with families through a well-established transition and induction programme for children who join the school. Staff support children and families through communication and engagement to develop strong partnerships between school and home. This work has been shared with other schools across the local authority and parents value the approaches staff take.

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

- Across the school, relationships between staff and children are extremely positive. The school values are evident in day-to-day practice. As a result, children are happy and confident. Almost all children feel well supported by staff and they know that if they are worried, they can talk to adults in school. As a result, children feel safe and secure. Almost all children behave well and are respectful to adults and each other. Children demonstrate care and support for each other.
- Staff help children very effectively to understand and use the wellbeing indicators. Children talk confidently about each of the wellbeing indicators and how they relate to them. Staff monitor children's wellbeing regularly. They use this information very well to respond to individual children's needs as they arise. Ongoing work in classes and assemblies helps children understand how they can use the wellbeing indicators to understand and improve their own wellbeing.
- Senior leaders and staff are highly committed to helping children recognise and manage their own emotions and behaviours. Children are developing a very good understanding of events and circumstances that cause them to experience emotions such as being worried, angry or feeling anxious. Almost all teachers have undertaken training to support children manage their feelings and behaviours through the use of nurture approaches and trauma informed practices. Staff use visual aids to prompt children to use a range of strategies to regulate how they are feeling including the calm areas in all classrooms. Children talk very confidently about how they are feeling and display respectful and positive behaviours. As a result, children are increasingly demonstrating independence in managing their emotions and improving their readiness to learn.
- Teachers implement a health and wellbeing framework to ensure the very effective delivery of the health and wellbeing curriculum. All staff have a shared understanding of their role in developing health and wellbeing across learning. For example, children learn about staying safe online, substance misuse and mental health. Senior leaders make effective use of assemblies to support a range of learning experiences with clear links to wellbeing indicators, children's rights, and significant global events. There is a monthly focus on each wellbeing indicator in assemblies which links to work in classes. As a result, almost all children have the knowledge and skills to make informed and positive choices about their health and wellbeing.
- Children engage successfully in a range of physical activities supported by a range of partners including the active schools' coordinator. These include football, judo, multi-sports and dancing. Children also benefit from swimming lessons to promote physical activity and develop their sense of water safety. Almost all children feel that the school is supporting them to lead a healthy lifestyle.

- Staff and partners work together successfully to support children's wellbeing during key transition points including when children move class or stage. They provide an extended programme to support children to settle into school life when they start P1. Children have several visits to their cluster secondary school as part of shared transition arrangements. A few children, who require additional support, access helpful enhanced transition arrangements. Parents are involved actively in transitions through meetings with staff and follow-up calls, ensuring they are included in decisions about their child's education. As a result, almost all children transition confidently and adjust well.
- All staff have a strong understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Approaches to child protection, safeguarding and meeting the additional support needs of learners are firmly embedded in legislation and national guidance such as Getting it right for Every Child (GIRFEC).
- Staff follow well-developed processes for identifying children who may have additional support needs. Staff and partners take account of the legislative framework related to wellbeing, equality and inclusion. Children's plans are detailed and support professionals, children and families well. This ensures children make appropriate progress in their learning and wellbeing. Children and parents are involved fully in identifying targets and reviewing their progress.
- Children benefit from effective partnerships with other agencies and specialists. Senior leaders and staff work closely with health professionals and partners to support children's wellbeing. Partners speak very positively about how staff in the school engage with them to implement high quality support for children. This effective partnership work ensures the learning and wellbeing needs of children are very well met.
- Children celebrate diversity and challenge discrimination through the curriculum and commitment to children's rights. The school's inclusive ethos contributes very well to this. Teachers link articles from the United Nations Convention on the Rights of the Child with learning across the curriculum. Staff have involved parents in sharing their skills and culture with children and families through special events, such as Diwali celebrations. As a result, children have a well-developed understanding of tolerance, inclusivity and respect for differences.
- The school uses its PEF effectively to improve children's attendance and engagement with learning. Staff work closely with partners to provide interventions including motivating outdoor learning activities, small group nurture support and targeted support for children experiencing barriers to learning. This has resulted in identified children achieving targets in learning and high levels of engagement with outdoor learning activities. The school regularly reviews the impact of targeted support to ensure that staff respond quickly to ensure that children receive the right kind of help when they need it. Staff should now develop clearer measures of success to evaluate the impact of all interventions.

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. Across the school, most children are on track in literacy and a majority of children are on track in numeracy to attain national expectations. A few children could be achieving more.
- Most children requiring additional support in their learning or have English as an additional language are making good progress towards their targets in learning.

Attainment in literacy and English

- Overall attainment in literacy and English is good. Most children are making good progress in reading and talking and listening. A majority of children are making good progress in writing.

Listening and talking

- Across the school, most children communicate their ideas and views confidently. Most children at early level follow simple instructions successfully. Staff should encourage a few children to take turns when listening and talking to each other. Most children at first level contribute to group and class discussions, engaging well with others. Most children at second level present to peers using digital technology regularly. They recognise successfully the techniques required to engage an audience. Across the school, a few children require further support to listen to others.

Reading

- Most children at early level recognise single sounds at an appropriate level to their age and stage. A few are blending sounds to make simple words. Children should be introduced to sounds before letter names. This will avoid confusion and increase the pace of reading. A majority of children at first level read aloud familiar texts with expression and show understanding. They should strengthen their understanding of key features of a non-fiction text such as index, headings and subheading. Most children at second level show their understanding of main ideas of texts and have developed appropriate strategies to support their comprehension. They work collaboratively to understand the main idea of the text. They predict, summarise, clarify unknown words effectively to understand the text they are reading.

Writing

- A majority of children who recently achieved early level use capital letters and full stops to create sentences. A few children need to form letters correctly to support writing stamina as they progress. A majority of children at first level independently create sentences using common conjunctions to link sentences successfully. A few children need to organise writing in a logical order appropriate to the audience. Most children at second level construct well planned arguments using persuasive techniques to influence the reader. They craft well-

constructed sentences of varying lengths and redraft their work to improve the content and ensure technical accuracy. This leads to pieces of writing that engage the reader well.

Numeracy and mathematics

- Overall, a majority of children make good progress in numeracy and mathematics. Across the school, a few children make very good progress from prior levels of attainment.

Number, money and measure

- A majority children who recently achieved early level count up to 20 and beyond with confidence and use standard and non-standard units of measurement in play activities. A majority of children at first level demonstrate confidence in rounding to the nearest 10 and 100. They read, write and order simple fractions. A few would benefit from further opportunities to apply their number knowledge in the context of money problems. Most children at second level use knowledge of equivalent fractions and percentages to solve problems successfully. They round numbers confidently to the nearest decimal point or whole number. They can calculate time durations and apply their number knowledge to figure out profit and loss successfully.

Shape, position and movement

- A majority children who recently achieved early level identify and discuss properties two-dimensional (2D) shapes. At first level, the majority of children describe a range of 2D shapes using appropriate vocabulary. They describe the properties of common three-dimensional objects. A majority of children at first level use positional language and directions appropriately. Most children at second level can explain confidently what is meant by circumference, radius and diameter. They can identify and describe acute and obtuse angles. They are less familiar with reflex angles.

Information handling

- A majority children who recently achieved early level interpret and create simple charts and pictorial displays. They should further develop their understanding of symmetry. A majority of children at first level gather information and create bar graphs successfully. They ask and answer questions about the graphs they make and read. Most children at second level are beginning to use technology to present data in various forms. They identify axis effectively and interpret a range of line graphs. They should further develop their understanding of mean, median and mode.

Attainment over time

- Staff track children's progress in literacy, numeracy and health and wellbeing. Children's attainment over time in literacy and numeracy has varied in recent years. It has remained in line with, or above, comparator schools. Senior leaders rightly identify that attainment dips at first level and shows recovery at second level. A range of interventions are in place to support groups of children at first level as part of the school's approach to raise attainment. This is evident in positive trends in attainment, particularly in reading.
- Senior leaders recognise that there is a need to ensure teachers' professional judgements are informed by consistently rigorous assessment and moderation. Staff should continue to develop consistent and robust assessment that informs next steps in learning to further improve attainment across the school.

Overall quality of learners' achievements

- Children's achievements are valued and celebrated through regular assemblies, wall displays and social media. There is a strong emphasis across the school on promoting opportunities for success and celebrate talents. Representatives from P1 to P7 are very well supported to take on roles of responsibility across the school. For example, Digital MSPs effectively lead the

maintenance and organisation of technology within and around the school. The school's Article 15 Friday groups afford children quality opportunities to lead and make a difference to the wider life of the school and local community.

- Children develop a range of skills and attributes through a wide variety of class and whole school activities. Staff track individual children's participation and use this to identify gaps in their opportunities for achievement, which is of benefit to all learners. Staff should continue to support children to understand and articulate the various skills for learning, life and work that they are developing through their achievements and participation in a wide range of activities.

Equity for all learners

- All staff have a strong understanding of the context of the school and socio-economic background of children and their families. They have taken positive action to address the cost of the school day to ensure that finance is not a barrier to children's participation in the life of the school. Staff are sensitive to the increasing financial pressures on children and their families. They ensure the cost of the school day is minimised by providing targeted and universal supports. These include subsidising trips, providing a uniform bank and financing appropriate seasonal clothing. This supports all children to be included and ensures that no child is prevented from taking part in any learning opportunity.
- The headteacher has a well-considered plan for the use of PEF. This plan focuses on children's physical wellbeing and improvement in literacy as well as equity of opportunity. Staff should continue to measure outcomes to evidence the impact and acceleration provided by PEF interventions for identified groups of children.
- Staff monitor children's attendance carefully. A few children are persistently absent due to extended visits to their home country. Senior leaders communicate with parents to remind them of the impact of absence on their child's learning. Staff have developed trusting and respectful relationships with individual families and have put in place effective strategies to minimise children's absence from school. Senior leaders intervene promptly when attendance falls below 90%. Overall, levels of attendance are improving as a result of these measures and are in line with the national average.

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.