

# Summarised inspection findings

**Our Lady of the Annunciation Primary School**

Glasgow City Council

24 June 2025

## Key contextual information

Our Lady of the Annunciation Primary School is a denominational school. It is situated in the south of Glasgow and serves the Merrylee area. The school roll is 159 children organised across seven classes.

The headteacher has been in post for six years. She is supported by a depute headteacher and a principal teacher.

There has been a significant number of staffing challenges in recent years.

Senior leaders reported that 6.9% of children live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. The percentage of children who require additional support with their learning is 33%. The percentage of children who receive free meal entitlement is 20.7%. Attendance as of March 2025 was 94%. This is in line with the national average.

### 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

- Staff maintain a positive ethos which is underpinned well by the school's vision, values and aims. Across the school, almost all children enjoy positive relationships with staff. Children are motivated to learn and demonstrate high levels of engagement during lessons. Children are supported to understand what they are learning and how to achieve success. Teachers should further engage learners in co-creating differentiated success criteria that reflects the varying needs and abilities of different groups of children. This will enable teachers to better meet the needs of all learners, enabling children to work towards appropriately challenging goals.
- Staff's approach to learning, teaching and assessment reflects well the distinctive values of Catholic education. Children contribute meaningfully to the life of the school and wider community through strong Gospel foundations for moral and spiritual development. They demonstrate a strong sense of service through learning experiences within religious education in Roman Catholicism (RERC) and opportunities that align closely with the sustainable development goals.
- Children's behaviour is very positive across the school. Almost all children respond well to clear expectations and consistent routines. In a few classes, teachers use gentle, timely reminders to reinforce expectations. Their approaches are supporting a calm and quiet learning environment where children can focus on their learning. Children are supported to self-regulate their emotions and readiness to learn through the introduction of nurture boxes in every classroom. Staff's approaches to promoting positive behaviour are underpinned by a rights-based approach. Staff and pupils can demonstrate with confidence, a shared understanding of children's rights.

- Senior leaders are working effectively with partners to develop research based professional learning opportunities for teachers to improve the quality of learning, teaching and assessment. They have developed progressive, collaborative strategies to promote effective participation through whole class learning activities. In almost all classes, teachers plan effective learning experiences. Almost all staff are well organised and provide clear and helpful explanations that support children's learning well. In most classes, teachers use questioning effectively to check children's understanding. There is scope to improve the pace and level of challenge within learning experiences through more effective use of differentiation, support and challenge. Senior leaders and teachers should further explore ways to vary the delivery of learning and teaching to ensure more targeted support and challenge for groups and individuals.
- Most teachers provide high quality written feedback on children's writing. They encourage children to use this to inform their next steps in learning and writing targets. Almost all children value this feedback and can use this to talk about their strengths and areas for improvement within writing. Senior leaders and teachers should explore how to extend this across all curriculum areas. They should ensure that children understand what they are doing well and how they can improve across their learning.
- Teachers take children's ideas into account when planning interdisciplinary learning and improving the learning environment. They ask what children already know and want to find out when generating 'big questions' and in planning large scale school events. Children are confident individuals and teachers should further their approaches to fully involve them in planning learning. They should increase relevant and meaningful opportunities for children to exercise personalisation and choice in their learning in class.
- Almost all teachers use digital technology to organise children's learning. In a few classes, digital technology is used effectively to enhance learning. Almost all staff use technology well to make learning more accessible for children who have additional support needs. Teachers should build on this to use technology more purposefully to support differentiation, engagement and inclusion for all children.
- Staff have made positive steps to include play in aspects of children's learning at the early stages. Staff should now develop further their understanding of play pedagogy to enhance children's experiences. They should ensure play becomes a more integral part of children's learning experiences. Staff should work together to plan opportunities that include high quality interactions, spaces and experiences that extend and deepen children's learning through meaningful child-led exploration.
- Teachers use assessment as an integral part of learning and teaching and plan for this across all curriculum areas. They use a range of standardised assessments very well to provide reliable data to demonstrate children's progress and inform next steps in learning. Teacher's professional judgements are reliable and robust. They engage in useful moderation activities, such as moderating the standards of children's writing across the school and with neighbouring schools to support these judgements.
- Staff plan appropriately over different timescales to meet the needs of learners. They have developed new streamlined literacy planners which are helping to provide clearer expectations for teachers. Staff should continue to update and develop planning approaches for other areas of the curriculum, to ensure progressive learning which builds on children's prior knowledge and skills.
- Senior leaders have developed effective ways to track children's progress in literacy and numeracy. Senior leaders and staff discuss the progress of children on a termly basis using a

'fact, story, action' approach. Senior leaders and staff use data well to engage in professional dialogue which is resulting in a shared understanding of barriers to learning. Staff monitor interventions and evaluate the impact for identified groups of learners through the 'five-lens' approach, looking at free meal entitlement, additional support needs, English as an additional language and attendance and late coming. This approach supports teachers to be responsive to children's needs and take action to improve progress in learning. Staff should continue to identify trends from this data, highlighting areas for improvement. As planned, senior leaders should develop approaches to gather information on children's progress across all areas of the curriculum.

## 2.1 Safeguarding and child protection

- 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.

### 3.2 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, children's attainment in literacy and numeracy is very good. Children make very good progress in literacy, and good progress in numeracy. Almost all children in P4 and P7 have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy. Most children in P1 are on track to achieve Curriculum for Excellence (CfE) early level in numeracy. The majority of children in P1 are on track to achieve CfE early level in literacy. Children in P1 who have English and an additional language (EAL) are making good progress in acquiring English.
- Across the school, a minority of children require additional support with their learning. Of these, most are making expected progress in literacy and numeracy.

#### Literacy and English

- Almost all children are making very good progress in literacy, particularly in writing.

#### Listening and talking

- At early level, almost all children listen well to adults and can follow instructions. Almost all children demonstrate their understanding of a text by answering questions. At first level, almost all children share their ideas and opinions confidently. They listen well to one another. Children who are on track to achieve second level are highly articulate. They listen attentively to adults and peers and skilfully build upon the opinions of others. Across the school, a few children need to develop their skill and confidence in sharing their opinions.

#### Reading

- At early level, most children recognise, say and write taught sounds. They use their knowledge of sounds very well to attempt to read unfamiliar words. They are familiar with the terms title, author, illustrator and blurb. At first level, most children read aloud with fluency and expression. They make effective use of a range of strategies when reading unfamiliar texts. Children should continue to make use of context clues to further develop their inferential thinking. At second level, most children confidently summarise what they have read to convey overall themes. They read a range of texts and identify and discuss the writer's choice of language. They should continue to become more familiar with a wider range of techniques used to influence the reader. Children who are the 'reading champs' have improved reading for enjoyment through setting a challenge for the whole school. This has led to classes taking a pride in their reading areas and making positive changes for all to enjoy.

#### Writing

- Staff's approach to teaching writing is a major strength of the school. Children at all stages write very well for a range of purposes. They have clear targets which are supporting them to

improve and produce high quality writing. At early level, most children use their knowledge of letter sounds to attempt to spell familiar words correctly. They invent their own stories and characters. As a next step, they should be supported to engage in emergent writing through a range of play, imaginative and real-life contexts. At first level, almost all children write for a variety of purposes and demonstrate their awareness of different genres. They include relevant punctuation and interesting vocabulary to engage the reader. A few children need to extend their use of ambitious vocabulary. At second level, almost all children use a variety of sentence openers and structures across different text types. They use paragraphs accurately and use their own notes and other sources to create new texts. They acknowledge sources in their writing with increasing confidence.

### **Numeracy and mathematics**

- Most children are making good progress. Staff should consider how to ensure all children are challenged sufficiently to develop both breadth and depth of learning in numeracy and mathematics. At early level, children would benefit from using a wider range of materials to deepen their understanding. At first and second levels, children would benefit from revisiting prior learning more regularly to ensure they have a deep understanding of the knowledge and skills required. Children who are more able would benefit from increased challenge in their learning.

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

- At early level, most children are confident adding within 10. They can half and quarter numbers. At first level, most children round confidently to the nearest 10 or 100. They use the correct notation for fractions and understand simple equivalent fractions. They calculate change and know key time facts. A few children would benefit from further learning on partitioning. At second level, most children round to one or two decimal places. They are confident with their mental agility and carry out a range of appropriate calculations well. They are less confident with factors, finding the percentage of an amount and converting hours and minutes to minutes. Children at all stages are developing an understanding of practical measurement of mass and capacity through the school's learning kitchen.

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

- At early level, children identify and sort simple two-dimensional (2D) shapes. Across first and second levels, children identify and know the properties of 2D shapes and three-dimensional objects. Almost all children understand lines of symmetry. At first level, children are confident with directional language. They need more opportunities to revisit right angles. At second level, most children understand types of angles and can carry out simple calculations involving complementary and supplementary angles.

### **Information handling**

- At early level, children match and sort objects by colour or shape. Children at first and second levels are confident with a limited range of graphs and charts. They would benefit from more regular exposure to an increased range of these through their numeracy learning and wider learning across the curriculum. This includes the greater use of digital technology to create suitable graphs. Most children use the language of chance and uncertainty appropriately for their age and stage.

### **Attainment over time**

- Children are making very good progress in literacy, and in particular in writing, from year to year. Children make good progress in numeracy over time. Senior leaders have worked very well with staff to ensure professional judgements of a level are accurate. Teachers meet with senior leaders regularly to review and discuss children's progress and to identify children who require any additional help with their learning. Senior leaders can clearly demonstrate

where improvements in attainment over time have occurred and any reasons for decreases. They track children's individual progress and attainment very effectively as they move through the school.

- Staff have clear systems and processes in place to monitor and track children's attendance. A minority of children have attendance below 90%, with a few having attendance of less than 85%. No children are on a part-time timetable. Staff have implemented a range of successful strategies which are having a positive impact on identified children's attendance or late coming. Approaches are bespoke but include picking children up from home, addressing family or health issues, highlighting the cumulative impact of missed attendance and discouraging holidays during term time.

### **Overall quality of learners' achievements**

- Almost all children across the school are successful and confident. They contribute positively to the life and work of the school and are proud of their own success and that of their peers. Children have a very strong sense of community and responsibility through the Gospel values. Almost all children contribute to the school and wider community through pupil voice groups, the pupil council and through charity work. Children are developing important communication skills and an understanding of others through these. They are developing teamwork and creativity skills through sports, drama, music and learning for sustainability activities. Children are developing their confidence in science, technology, engineering and mathematics (STEM) outwith the classroom through valuable partnerships with local universities. Most children are developing leadership skills. This is particularly evident for children who act as sports leaders or buddies. All children in P6 and P7 achieve the Pope Francis award.
- Children's achievements both in and outside of school are tracked very well. Senior leaders are careful to ensure all children participate in clubs and activities that are meaningful to them. Children's achievements are celebrated in class, at assemblies, on wall displays and through social media. This includes receiving awards for literacy in their 'legendary literacy merits', 'celebrating success' certificates as well as 'star writer.' Children have also been successful in local competitions such as public speaking, maths challenge and dance. They have gained accreditation in national awards such as silver Rights Respecting School and an Eco Schools Scotland green flag.
- Children in P5 to P7 are developing important skills for work through the school's Developing the Young Workforce curriculum and engagement in My World of Work. Senior leaders are aware of the need to ensure the development of skills from P1 to P7 is planned and progressive. Children would benefit from a shared language of skills for learning, life and work. Staff should work with children to agree these skills and articulate what they mean to them.

### **Equity for all learners**

- All staff have a very clear understanding of the children and their families in the school community. They use a wide range of data very effectively to identify specific gaps in attainment or attendance. Their use of a targeted intervention group approach, supported by Pupil Equity Funding (PEF) has been particularly successful. Through this, staff demonstrate improved attainment for targeted children in reading at P4 and P7, and in writing at P4.
- Senior leaders have a clear focus on ensuring equity of opportunity. They aim to minimise the cost of the school day. The school, parish and wider community are supporting children to participate in day or residential trips, who may otherwise have missed out.

## Other relevant evidence

- Children are receiving the national expectations of a minimum of two hours of high-quality learning in physical education.
- Children are receiving their entitlement to religious education and observance in line with the religious education requirements for Roman Catholic schools.
- Senior leaders consult staff and the Parent Council when determining how PEF is spent.
- Children experience learning in French as part of the school's approach to 1+2 languages. Staff are transitioning from French to Spanish as part of a three-year programme aligned to the offer in the associated secondary school. Children in P1 to P3 experience some learning in Gaelic through assemblies, and Arabic as part of a P5 project.

## 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.