

Summarised inspection findings

Carmunnock Primary School

Glasgow City Council

21 January 2025

Key contextual information

Carmunnock Primary School is a non-denominational primary school situated in the village of Carmunnock. It serves Carmunnock and surrounding rural area. The school roll is 138 children arranged across six multi-stage classes. Almost half of the school roll attend as a result of placing requests into the school.

The headteacher has been in post for seven years and is supported by a principal teacher. The principal teacher has been in post for three years. The principal teacher has a class teaching commitment of 0.3 full time equivalent.

A minority of children reside in deciles 1 and 2 of the Scottish Index of Multiple Deprivation. Almost half of children reside in deciles 9 and 10. A few children are entitled to free school meals. A minority of children require additional support for aspects of their learning or wellbeing. A few children have English as an additional language. There have been no exclusions in the last five years.

2.3 Learning, teaching and assessment

very 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

- All staff create and maintain a very welcoming and inclusive ethos. They ensure the vision of Carmunnock Primary School 'Cares, Challenges and Celebrates All Learners' is central to the work of the school. Almost all children articulate and demonstrate very well this vision and the underpinning values of 'We Care - wellbeing, equality, community, achievement, respect and each other.'
- All children know their rights and those of others well. They have worked together effectively to create class and playground charters linked to children's rights. Almost all children identify confidently a number of children's rights and talk about why these are important. They make clear links between this work and their wider work of relationships, diversity and anti-racism. The school has received national accreditation for their work on children's rights, with the child-led United Nations Convention on the Rights of the Child Committee taking forward the school's action plan. As a result, there are positive, respectful relationships evident across the school. Almost all children interact appropriately and behave well when they work with each other in pairs and in small groups.
- All teachers treat children with respect and kindness. Almost all children engage positively with their learning and listen attentively during direct teaching. When children lose focus during learning, staff sensitively provide support and encourage them to re-engage. This minimises disruption to children's learning effectively. A few children require more intensive support to manage their behaviour and emotions. Staff provide these individual children with effective support and interventions. Teachers have recently developed the 'Forest Room' which

provides a dedicated space which children access independently and with adult support. This is helping all children to learn in a calm, happy school setting.

- Working together, teachers developed successfully a learning and teaching framework which is supporting consistent high-quality teaching across the school. All teachers help children to make connections with previous learning successfully at the start of most lessons. Almost all teachers provide clear explanations and instructions for children clarifying effectively the key teaching points. This supports children to engage very well in a wide range of learning activities.
- In almost all lessons, teachers share the purpose of learning very well with children and explain clearly what children need to do to be successful in their learning. In a few lessons, children are taking increased ownership of their learning by co-creating their success criteria. Most teachers use 'connect' and plenary sessions effectively. This helps them to reinforce key learning points for children, celebrate achievements and set the next learning focus.
- Most children experience learning which is well-matched to their needs. Staff have identified a minority of children are capable of achieving more and teachers should increase the level of challenge for them. This should support all children to make the best possible progress across all areas of the curriculum.
- Almost all teachers use questioning effectively to clarify teaching points and to check for children's understanding. In almost all lessons, teachers ask children questions which require them to explain their thinking and reasoning. Most children explain their answers and thinking confidently. Most children feel that staff help them to understand how they are progressing in their learning. Almost all teachers use oral feedback very well to support children. Most teachers write helpful comments in jotters which children value and reflect on to improve their learning. Children self- and peer- assess their work regularly, both orally and in written form. Teachers should now extend this work further to develop children's skills in setting individual learning targets in literacy and numeracy. This should support children to talk about their learning and their next steps.
- All teachers use digital technology effectively to support and enhance children's learning. Most children use digital devices successfully to support their learning. This is helping them to develop their digital technology skills well. For example, children use matrix bar codes to access learning opportunities and are able to independently upload examples of their work to their online journal. This is helping children to share their learning with their parents on a regular basis.
- Teachers and children have successfully developed an attractive and inviting shared environment for play, including the newly formed 'science, technology, engineering and mathematics (STEM) Den.' Children are independent in their play and make very good use of opportunities for personalisation and choice. Teachers engage children well in 'big questions' to ensure play experiences link effectively to current learning in literacy and numeracy. Teachers and children link this successfully to skill development, and ensure learning is fully responsive to children's interests. This approach is supporting children well to make good progress across the whole curriculum. As planned, all teachers should continue to engage further with professional learning and national guidance on play. This should help them to develop even further high-quality play for learning as children progress through the school.
- Working together, all teachers have developed a clear assessment framework which helps them to provide consistency in how they assess children's learning across the school. All teachers use a range of summative, diagnostic and high-quality assessments very effectively.

This helps them to make accurate professional judgements about children's progress across the curriculum. Teachers plan high-quality assessments which link learning across the curriculum successfully each term. They use these assessments very well to identify how effectively children use their skills in new and relevant contexts and children's breadth and depth of knowledge. All teachers are developing well their shared understanding of national standards through engaging in moderation activities across the curriculum. They do so effectively together and with colleagues in local schools.

- All teachers plan across a range of timescales. They use very effectively progression frameworks linked to CfE experiences and outcomes across all curriculum areas to plan children's learning. Teachers involve children well in planning learning which makes links across curricular areas by asking 'big questions' about what they already know and what they would like to learn more about.
- Senior leaders and teachers meet termly to discuss and monitor children's progress across all curriculum areas. These discussions are informed by teachers' judgements about progress as a result of classwork and assessment. They use very effectively the data gathered to identify gaps in children's learning. Senior leaders and teachers have a strong focus on the progress of children in minority groups when gathering data, such as children who are care experienced or are facing financial hardship. This helps them to ensure all children who require help with their learning or wellbeing receive targeted support. Teachers use very well the data gathered to plan targeted support to help close gaps in learning. For example, they provide support with reading skills or numeracy calculations.

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

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

- Across the school, most children in P1 achieve the national expected CfE level in all aspects of literacy. Almost all children in P1 achieve the national expected CfE level in numeracy and mathematics. In P4 and P7, most children achieve the national expected CfE levels in reading, writing and numeracy and mathematics. Almost all children in P4 and P7, achieve the national expected CfE level in listening and talking. The majority of children who require additional support with their learning make good progress against their individual targets.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. Across all stages, a minority of children would benefit from increased pace and challenge in their learning.

Listening and talking

- Across the school, almost all children are highly articulate and confident when talking and listening in small groups, in class and with an adult. Almost all children who have achieved early level and first level follow instructions well. They share their experiences and feelings successfully and use appropriate body language, such as eye contact. Almost all children who have achieved first level describe well key features of effective listening and talking. Almost all children who are on track to achieve second level interact well and build on the ideas of others in conversation. They respond effectively to a range of questions, such as literal and inferential questions. Almost all children who are on track to achieve second level explain clearly and with confidence the difference between fact and opinion.

Reading

- Almost all children who have achieved early level can identify words that rhyme. They read familiar texts well, making appropriate use of punctuation. At early level, a few children need to improve their skills in predicting what will happen next in a story. Almost all children who have achieved first level read fluently and with effective expression. They would benefit from reading more challenging texts. Almost all children working toward second level explain their preference for types of genre or author. They share their thoughts and opinions about characters and setting. A few children need to continue to develop their confidence and use of punctuation to enhance their reading when reading aloud.

Writing

- Almost all children who have achieved early level use a capital letter and full stop when writing a sentence. They write to reflect their own experiences and identify their feelings. They should continue to develop their writing skills as they play and learn in a range of relevant play activities provided. Most children who have achieved first level enjoy creating fact files and writing a range of texts, such as persuasive texts. They spell commonly used

words accurately and use their knowledge of phonics to help them spell unfamiliar words. A few children need to improve their use of a range of punctuation, such as exclamation and question marks. Most children who are on track to achieve second level write extended pieces of writing for a range of real life and relevant contexts, such as applications for roles in a class business. They write a wide range of genre such as persuasive writing and report writing. They use alliteration well and enhance their writing with creative and ambitious vocabulary. Across the school a few children who require additional support make effective use of assistive digital technology to support their writing. They explain clearly how this technology is helping them to write well. Across the school, children enjoy a few opportunities to write poetry and songs or raps. They need more regular opportunities to write a range of genre of poetic writing throughout the school year to help them develop further their skills in this area.

Numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics. Across the school a minority of children could make greater progress.

Number, money and measure

- Almost all children who have achieved early level order numbers forwards and backwards within 30. They match amounts to numerals with confidence. Almost all children add and subtract within 20. They are less confident sharing out a group of items equally into smaller groups. Children name the days of the week and the months of the year and order them in sequence. Almost all children who have achieved first level round two- and three-digit numbers to the nearest 10 and 100. They add three digits using a range of strategies. They are less confident when using subtraction strategies and when solving two-step word problems. Almost all children identify fractions and place these appropriately on a number line. Children are confident in identifying notes and coins up to £20 to make a total. They identify the amount of change required, within a real-life context. At second level, almost all children read, order and sequence numbers up to 1,000,000. They partition whole numbers and decimal fractions to three decimal places. Almost all children use fractions, decimal fractions and percentages to solve problems in everyday contexts. They read and record time in both 12 hour and 24 hour notation but are less confident in using time to calculate durations of activities.

Shape, position and movement

- Almost all children who have achieved early level recognise and name two-dimensional shapes (2D) and three-dimensional objects (3D). At first level, almost all children use mathematical language to describe the properties of a range of 2D shapes and 3D objects including side, face, edge, vertex and base. Almost all children on track to achieve second level describe the features of triangles and use the terms isosceles, scalene, equilateral and right-angled appropriately. They use their mathematical vocabulary to describe circles using terms such as diameter, radius, and circumference.

Information handling

- At early level, almost all children collect and organise information to create a simple bar chart. They answer simple questions, using the vocabulary of most and least. At first and second levels, most children interpret information and answer questions from a range of surveys, bar graphs, pie charts and tables. They are developing their skills well through collecting, displaying and discussing real-life data in a variety of interesting ways, including using digital technology.

Attainment over time

- Senior leaders and teachers meet regularly to track and monitor children's attainment and progress across the curriculum. They have clear data about children's attainment over time in all aspects of literacy and numeracy. Across the school attainment in literacy and numeracy remains steady over time with most children achieving expected national levels at the appropriate stage. Teachers need to provide learning that is consistently challenging for all children to support them to raise attainment.
- Children's attendance is in line with the national average. The headteacher has robust daily procedures in place for checking the safety of children who are absent from school. The headteacher monitors closely the attendance of all children. A few children currently have absence of 10% or more. The headteacher works closely with the parents of a few children with persistent absence to provide targeted support to help children to attend school. This includes daily discussions with children to build confidence in coming to school. The headteacher has identified a rising trend in families taking holidays during term time. Senior leaders remind parents regularly that term time holiday absence is unauthorised and try to discourage such absence.

Overall quality of learners' achievements

- Children are proud of the contribution they make to the life of the school. They are developing a good understanding of leadership roles by participating in a range of committee groups. All children are part of class committees including health and wellbeing, children's rights, eco school, play, charity and playground and leaders of learning committees. Each committee has developed a set of actions which were recently shared with parents and the wider community at a Community Café event. House captains and vice captains articulate their responsibilities confidently and were recently able to share their 'House Goals' at an assembly. As a result, across the school, children give their views to help shape the life and work of the school community.
- Children's achievements in and out of school are valued and celebrated in class, at assemblies, through displays, and social media. These include a variety of sporting, creative and personal achievements. Staff share certificates with children linked to the school's values of 'We Care' at weekly assemblies. As a result, children feel that their successes are valued and celebrated by the school community. This is leading to children having increased self-esteem and confidence.
- All children benefit from access to a range of extra-curricular activities led by school staff and partners, for example, in drama, STEM and boccia. Children recognise the benefit these activities bring to their physical and mental wellbeing. These activities support almost all children to develop and identify and name skills well, such as focusing and collaborating. Staff track children's participation in out of school activities. They analyse the data to encourage and promote participation for those children who may be at risk of missing out. As planned, staff need to develop a skills progression framework to help children to profile their skills for learning, life and work they are developing as a result of these activities.

Equity for all learners

- Staff have a strong knowledge of the socio-economic background of children and families. They understand well the barriers families may face in accessing fully all aspects of school life and take sensitive action to mitigate these. For example, they provide regular clothing 'swap shops' and subsidise trips and outings.
- Senior leaders gather clear data about cohorts of children, such as attainment of children who are care experienced or are facing financial hardship. Senior leaders used data effectively to

identify an attainment gap in numeracy between boys and girls in P5. Boys in P5 were outperforming girls in numeracy, specifically with solving two part number problems. Teachers provided a block of targeted support in solving word problems independently for girls. This helped to improve the confidence of girls with numeracy and is beginning to raise progress and attainment in numeracy for those girls identified. Senior leaders should now apply this useful approach to all cohorts of children, such as those facing financial hardship, to help them close attainment gaps.

Other relevant evidence

- All children benefit from two hours high-quality physical education (PE) each week. Teachers use effectively a progression skills framework, linked to CfE experiences and outcomes, to plan children's learning in PE.
- There is a well-stocked, attractive school library which all children access weekly. Children recently identified there was a lack of books representing global diversity in the library. They secured funding from the school budget and selected successfully a range of such books to enhance the library.
- All children receive their entitlement to a 1+2 approach to learning modern languages. They learn French from P1-7. Teachers use a vocabulary progression framework to plan children's learning in French. All children learn about the Scot's language. They enjoy reciting Scots poetry and reading texts in Scot's dialect. Children benefit from learning about cultures in other countries, such as Spain, during language and culture weeks.
- Teachers use a progression framework, linked to CfE experiences and outcomes, to plan learning and teaching in religious and moral education. All children experience breadth of learning about Christianity and other world religions. They visit the local church regularly for religious observance.
- Children enjoy learning outdoors throughout the year. They would benefit from more regular opportunities to do so.

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.