

Summarised inspection findings

Kelvindale Primary School

Glasgow City Council

28 August 2018

Key contextual information

Located in the Kelvindale area in the West End of Glasgow, Kelvindale Primary School comprises four buildings, one of which is due for renovation over the summer break to provide a further two classrooms. At the time of the inspection there were 476 pupils split across 17 classes. Almost a third of the pupil population attend as a result of a placing request. Based on 2016 data, the pupil population represents the entire spectrum of Scottish Index of Multiple Deprivation (SIMD), ranging from a significant minority in SIMD 1 and 2 to over a quarter in SIMD 10. Just over a quarter of children have English as a second language.

There has been significant change within the senior leadership team over the past 18 months. The headteacher was appointed on a permanent basis in April 2018, having been acting headteacher since January 2017. The remaining members of the senior leadership team (two deputy headteachers and two principal teachers) are all currently working in an acting capacity and are appointed from within the school staff team. Almost a third of classes have a temporary teacher due to planned absence.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school revised its vision, values and aims last session. These appropriately reflect the school's social, economic and cultural context. The high profile 'democratic election' approach taken involved all stakeholders and ensured that the whole school community developed ownership of the process. The resulting values of respect, resilience, diversity and self-belief are prominently displayed throughout the school. The creation of cartoon characters to exemplify each one is supporting children's ability to talk with confidence about what these mean. A token-based reward system is being used successfully to recognise and reward the application of these values by children. As a result, the values are lived and demonstrated in all aspects of the life and work of the school.
- Since her appointment 18 months ago, the headteacher has provided strong leadership and direction to the school. She knows the school and its community very well and uses this knowledge very effectively to inform the leadership of change. She is very ably supported by the two acting deputy headteachers and acting principal teachers. As a senior leadership team, they are held in very high regard by staff and parents. Across the school, almost all staff feel valued, respected, and supported. As a result of the leadership demonstrated by this new team, a very strong ethos of collegiate working has been developed. This supportive ethos and culture is enabling staff to feel confident to initiate and lead change. In pre-inspection questionnaires almost all staff indicated that they feel that they have opportunities to take on leadership roles.

- The development of a robust quality assurance and assessment calendar is providing senior leaders and staff with regular opportunities for professional dialogue. Children form an integral part of the quality assurance process, such as through focus group discussions. Senior leaders use the outcomes of these activities to monitor the quality of learning and teaching, track children's progress in learning, and to ensure they are responsive to the needs of learners. The school recognises that there is scope to extend the strategic use of data further. By doing so, the school will be more able to measure the impact of strategies used to raise attainment and track the progress of identified cohorts of children, such as those facing barriers due to their socio-economic background.
- A programme of self-evaluation has been established, making use of national guidance such as *How good is our school?* (4th edition). Almost all staff feel involved in ongoing self-evaluation activities. The majority of parents and children responding to the pre-inspection questionnaire feel that the school takes their views into account. A range of formal pupil groups, and the introduction of P7 Ambassadors, is providing opportunities for children to contribute to the decision-making and evaluation of the school. The school is well placed to extend children's participation in, and leadership of, self-evaluation activities further. For example, through the use of *How good is OUR school?* Increasingly, staff have opportunities to look outwards by working in partnership with other schools. This is particularly evident in relation to literacy and the enhancement of opportunities for staff to develop their Curriculum for Excellence moderation practice. Information arising from self-evaluation activities is being used well by senior leaders to inform the school improvement planning process. Building on this positive start, the school should continue to develop a more strategic use of self-evaluation to measure the impact of change.
- The priorities for development identified within the school improvement plan (SIP) are appropriate, manageable and focused. Self-evaluation evidence has been used to inform the identification of priorities, including consultation with parents regarding the use of Pupil Equity Funding (PEF). Progress is evident across the four main areas for development this session. By building clearer measures into the improvement planning process, such as establishing a baseline against which to measure the impact of change, improvement processes will be strengthened further. Stronger links should be made within the SIP to national priorities such as The National Improvement Framework drivers. Reference to PEF is embedded within the SIP. Greater clarity is required to ensure the school can evidence how successful this is in promoting equality and closing the poverty-related attainment gap.
- The school benefits from a supportive Parent Council and Parent Teacher Association (PTA). Fundraising by the PTA is supporting the implementation of school improvement priorities. For example, by funding improvements to the school's Wi-Fi capability the school is better placed to improve digital literacy across the school. Almost all parents responding to pre-inspection questionnaires feel that they are kept informed about the work of the Parent Council and PTA. The Parent Council is consulted regarding the SIP and PEF, and it is proactive in tackling challenges such as traffic management.
- Professional learning is tailored to meeting the needs and interests of individuals as well as supporting identified school improvement priorities or specific aspects of job roles. All staff benefit from an annual professional review meeting. Professional learning is developing staff knowledge of research and educational thinking. For example, current partnership working with the University of Strathclyde is supporting early years' staff to explore play-based pedagogy in P1. Increasingly, staff have opportunities to work with colleagues from other schools. As a result of a review of the effectiveness and impact of the school's use of staff

working groups, changes have been made to the school's approach this session. The introduction of teaching learning communities, involving all teachers and some support staff, has resulted in staff feeling more involved in school improvement initiatives.

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 ethos throughout the school is very positive, with nurturing and caring relationships evident between children and staff. This creates a friendly and mutually respectful learning environment where staff are encouraged to develop their skills and strengths, and children are confident and motivated learners. Children are able to talk about the skills and attributes that the school's values and aims reflect, and how these allow them to demonstrate their abilities across the four Curriculum for Excellence capacities. Overall, children are very well mannered and highly respectful of their environment.
- The quality of teaching across the school is good. A few staff demonstrate highly-skilled and effective approaches to learning and teaching. The school has recognised the need to continue to improve the consistency of quality in learning and teaching across all stages. There is strong commitment from all staff to access a varied range of effective learning and teaching strategies and development opportunities. They report that these opportunities are having an impact in improving outcomes across all stages of children's learning.
- In most lessons, there is a planned balance of teacher-directed inputs and opportunities for children to learn independently and with their peers. Most children are able to talk about the relevance and purpose of what they are learning. The majority of children experience opportunities to lead their learning in class, and more widely across the school. For example, during the inspection week children led a whole-school assembly which focused on the vision and values of the school. Staff are aware of the need to continue to develop leadership skills in children more fully, particularly in their day-to-day learning.
- Inspectors observed a number of examples of effective, well-adapted approaches to checking for demonstration of learning and understanding. In most lessons, this was evidenced through skilful and varied questioning which built up children's confidence to take part and 'have a go'.
- Staff are increasingly working closely with stage partners to design learning experiences which include strategies to build in challenge and support for all children. A more consistent approach to this will help to ensure parity of quality of children's learning experiences across all stages. For children who require additional support to progress their learning, further thought needs to be given to strategies that allow them to maximise participation in class with their peers. In the majority of lessons, children experience challenge in their learning relevant to their stage and Curriculum for Excellence levels. Senior leaders have highlighted the need to increase further the level of challenge across the curriculum.
- High-quality displays in most classrooms, and around the school, reflect the current curriculum focus, projects and initiatives across the school community. These displays are used regularly

in discussions with children, for example, in revisiting literary techniques. This helps children to make connections across their learning, as well as revisit prior learning. Almost all children experience aspects of their learning in a variety of learning environments around the school, including outdoor learning. A planned approach to how, and in which context, outdoor learning takes place, will help to ensure outdoor learning is more meaningful and adds value to children's overall learning experiences.

- Increasingly, teachers create quality resources for use with interactive whiteboards, which has a clear impact in enhancing children's participation and engagement in learning activities. Currently, plans are in place to improve network connectivity across the school campus. This is a priority which is necessary to ensure opportunities for children to be able to access digital technologies to enhance and deepen their learning experiences. A few staff are currently accessing training as digital leaders of learning in preparation for forthcoming enhancements to digital hardware across the school.
- In most classes, children are involved in various types of learning conversations which involve setting their own targets. These targets are not yet captured and monitored in a personalised learning plan. Inspectors observed a number of more creative examples of children working with the class teacher to design success criteria so that they can measure the success of their learning. Further opportunities for staff to share creative ways of sharing learning intentions and success criteria will help to frame the aims of children's learning more clearly.
- Staff are working effectively with partner schools, both within and beyond the cluster, in moderation activity. This is developing their understanding of achievement of a Curriculum for Excellence level and progress in planning teaching and learning. This continued wider collaboration with other colleagues will help staff to develop a more sound understanding of expectations at a national level.
- At each stage, staff work together to plan learning and teaching across the curriculum and stage partners work well together to ensure expectations across the stage are appropriate. There is scope to roll out the recently developed stage partners and trios planning model being used in early years across all stages. This will improve consistency in the quality of teaching, assessment and support that meets the needs of all learners. The senior leadership team meets termly with staff to discuss children's progress, review and set targets and plan targeted interventions and groupings for children. This is well documented and decisions made are clear. Targets for children who have targeted tracking and monitoring in place to map their progress, are shared and agreed with parents.

2.2 Curriculum: Learning and development pathways

- Over the last year the school has embarked on a major review of its curriculum rationale. Parents, staff and children have been involved in considering '*what makes Kelvindale unique?*' This process has been shaped by the work undertaken last session to review the school's vision, values and aims. Further consideration should now be given to the learning which takes place across the four contexts for learning. This will enable the school to reflect on how the totality of the curriculum is being used to provide progressive, flexible pathways which will meet the needs of all learners. Reference to national guidance, such as The 3-18 Career Education Standards, will help inform this process.
- The school has in place a range of progression pathways, linked to Curriculum for Excellence experiences and outcomes, to support the planning and delivery of literacy and numeracy. Staff are making increasing use of the literacy and numeracy national benchmarks to inform and refine these pathways. The school has already identified the need to provide increased challenge for those working beyond expected Curriculum for Excellence levels. Consideration should now be given to how this is reflected in curriculum progression pathways.
- Physical education is a strong feature within the school. To ensure all children experience their full entitlement to a broad, general education attention should now be given to expressive arts to ensure clear progression pathways are in place for music, drama and art.
- Although a religious and moral education (RME) programme is in place, we have asked the school to review its approaches to the planning and delivery of RME to ensure it meets current national guidance.
- In line with the 1+2 approach to language learning, the school is providing French and Spanish. Practice across the school is inconsistent. To address this, we have asked the school to review its current provision, taking due account of the 1+2 language guidance. This will inform the action required to ensure that all staff have the necessary skills to deliver this effectively and progressively from P1 to P7.
- Across the school, some aspects of the curriculum are delivered through interdisciplinary learning (IDL). The school has already identified the need to continue to develop the use of IDL. This should include the development of a clearer, shared understanding of IDL. There is scope to review the social studies topics and themes used to ensure their relevance to the school and its community.
- A range of targeted interventions are being used to increase the variety of learning pathways. This is helping to raise attainment and achievement for all, including those with additional support needs and protected characteristics.

2.7 Partnerships: Impact on learners – parental engagement

- The school has developed very good relationships with parents. As a result, parents are becoming increasingly involved in the life of the school and their children's learning. The school engages and communicates with parents in a range of different ways including newsletters, questionnaires, through class target information and social media. There is scope to develop the use of social media further to promote a wider range of school developments and learning strategies.
- In pre-inspection questionnaires, the majority of parents feel that the school organises opportunities where they can learn with their child. Regular opportunities where children can share their learning with adults, such as class assemblies, are valued by parents. A series of high-quality workshops, consultation and transition events have been well attended. These are leading to positive outcomes for children.
- The Parent Council and PTA meet regularly and contribute to the school improvement agenda and provide a vibrant social calendar. Parents' views are welcomed by staff and they are consulted about new developments in the school, such as the use of PEF.
- The school has an open-door policy and most parents responding to the pre-inspection questionnaire are comfortable approaching the school about a problem or concern. The soft start experienced by P1 has resulted in opportunities for parents to meet regularly and informally with staff, to ask questions and seek clarity and advice on the learning of their child.
- Parents are encouraged to volunteer within the school and a number of clubs are being led by enthusiastic parents. Parents also contribute to the school's 'Skills for life, learning and work' event. This provides children with opportunities to learn about the skills associated with different careers. Staff are proactive in supporting families make cultural links. Diversity week, and language of the month, provide opportunities for families to share their language and culture in school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion **good**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Kelvindale Primary School has a very strong nurturing and inclusive ethos which is helping children learn and achieve well across almost all areas of the curriculum. The headteacher and her staff, in consultation with children and parents, have focused on refreshing the school's vision, values and aims. These now reflect the highly respectful, aspirational approach to wellbeing and achievement that is tangible throughout the school. It is clear from our engagement with children, parents and the staff team that everyone in the school community share a determination to deliver the school's four core values. A recent class assembly exemplified very strongly children's respectful behaviours and awareness of the needs of others in school and in the community.
- Staff working in the school, and those who work in partnership with the school, spoke to us about how much they feel valued by the school and the staff they work alongside. Teaching and support staff were particularly positive about the climate of mutual respect and trust that exists within the school. They feel they are encouraged and supported by the senior leadership team to seek out new ways to extend and deepen their knowledge of the Getting it Right for Every Child agenda. They apply their knowledge in their planning and delivery of the curriculum. Staff are alert to the need to ensure children are safe, healthy, achieving, nurtured, active, respected, responsible and included. Teachers use a range of approaches to ensure children's wellbeing. These approaches include active learning, play-based pedagogy, outdoor learning and early intervention approaches to support children who may need extra help with their learning. The school's allocation of PEF has focused on initiatives which aim to improve learning outcomes for children across the school.
- Relationships are strong throughout the school. Respectful, caring interactions were observed during our visit. All staff know children very well and are kind and responsive to children's individual needs. Restorative approaches are used by teachers and support staff. We observed these approaches being used successfully to engage children, including those with known barriers to learning, meaningfully in learning. In the pre-inspection questionnaire, almost all children agreed that they were treated fairly and with respect by their teachers and others when in school. Children we met with were confident that if they had a concern or a worry that there was someone in the school they could go to for support. Almost all children we met with in focus groups and during our visits to classes had high expectations of themselves as learners. Across the school, children have opportunities to set themselves learning and achievement targets. These targets are shared with their parents and carers.
- The majority of children are achieving very well in a variety of sporting and cultural activities. There is scope to broaden these opportunities to ensure that children who are not involved in, or as interested in, sport can achieve in other disciplines such as the arts and music. Children in a focus group of upper school pupils expressed their views on a number of matters associated with the school curriculum. They were keen to have access to high-quality

information technology citing a lack of access to working computers and others forms of hardware such as tablets. Almost all children we met with, and a majority of those who responded to the pre-inspection questionnaire, were highly critical of the school meals. The school, in conjunction with the local authority, is aware of this situation and is taking action to explore how the dining experience for all children can be improved.

- The school recognises the importance of keeping healthy and takes action to ensure children experience a range of relevant wellbeing opportunities. Across the school, almost all children participate in activities which promote, not just physical health, but mental and emotional health. PEF has been used to train children and staff in strategies to improve emotional and mental health. Professional learning is undertaken by all staff with a clear focus on improving wellbeing and learning outcomes for children. Children's participation in school and class events is tracked by the school to ensure that the widest possible involvement of all children in sporting, cultural and community competitions. As a result, most children are gaining important life skills such as cooperation, team work and collaboration. Children across the school demonstrate high levels of confidence and most show great resilience and self-belief when embracing new or unfamiliar situations.
- Children are encouraged to offer their views and opinions through their involvement in committees. The school provides a range of citizenship opportunities to all children. The children who do represent the school at external events and competitions value these experiences. Across the school, children are effective contributors, as members of committees such as the Fair Trade, Eco and pupil council. Children can articulate very well their views on environmental and global issues. They have mature and well-considered opinions on matters that affect them. They welcome the experiences they have to voice their views. Children enjoy helping others and we observed many instances of considerate well-mannered children supporting each other in lessons and during break times.
- Parents expressed their satisfaction with many aspects of the school's work. In the pre-inspection questionnaire almost all parents said their child enjoyed being at school and that they felt safe. Parents praised the welcoming ethos in the school, and the caring nurturing approaches that staff adopted. Parents were less positive about the fabric of the building, even after the recent refurbishment.
- The school complies with statutory duties in relation to supporting children's wellbeing, equality and inclusion. Staff engage in relevant training and professional updates to ensure they have the knowledge and skills to respond to any issues related to protecting children from harm. All teaching, support, and janitorial staff who have direct involvement with children know what their responsibilities are with respect to safeguarding.
- The school provided detailed information on how it identifies and provides targeted or universal support for learners. The collegiate approach to planning learning activities in each curriculum area and relevant Curriculum for Excellence level ensures that children's learning needs are very well matched to their abilities. The headteacher and her senior leadership team track and monitor children's progress across the wellbeing indicators to ensure a flexible and responsive system of support for learning is in place. Support staff provide regular inputs to groups and individual children who have been identified as needing additional support with their learning. There is scope for teachers to share with support staff in advance what they want them to do during support sessions.
- The school makes regular use of its outdoor spaces for a wide range of curriculum-related activities. Children have access to picnic benches where they meet friends and also work in

small groups with support from teachers and support staff. Children also access nearby woodland and, until recently, they had a growing area. This area was very popular with children and provided useful opportunities to extend children's knowledge of how things grow and where our food comes from. Hutted accommodation now sits on this space. New raised beds are in the process of being installed to enable gardening activities to continue.

- Children have some good opportunities to learn about other cultures and faiths. In class lessons children learned about others who have different beliefs from themselves or who have come from different parts of the world. Children participate in language diversity weeks and language of the month to celebrate the tapestry of languages that are spoken in school. Parents and partners also participate in these events thereby enhancing children's awareness of the rich culture that exists in Kelvindale Primary School.
- There is scope to improve further the school's approaches to inclusion and equality. We have suggested to the school that they review their approaches for extracting individual children and small groups for learning support. While the quality of support is strong, targeted and showing positive signs of making a difference there is a need to consider the elements of the curriculum that children are missing out on during their time out of class, each day and over the school year.

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
- equality for all learners

Overall attainment in literacy and numeracy

- Children's overall attainment in both literacy and numeracy is good.
- New systems to track children's progress in literacy and numeracy have recently been introduced. This allows staff to monitor and track the progress of all children, including those in receipt of additional support. The school's own predictions indicate that most children are on track to achieve expected Curriculum for Excellence levels. Inspection activities validate the school's predicted level of attainment for June 2018.

Attainment in literacy and English

- Overall, children's attainment and progress in literacy and English is good.
- **Listening and talking:** Overall, children's progress in listening and talking is very good. Most children at early level can listen well to each other and take turns appropriately. They listen attentively to their teacher and they are confident when answering questions. This is a particular strength at the early and first levels. By second level, almost all children are confident in using a wide range of extended vocabulary, both in everyday and in more focused contexts. Children demonstrate confidence in talking in groups and have planned opportunities for this across all levels. There are opportunities for children to develop their confidence and skill in talking by presenting to wider audiences.
- **Reading:** Children's progress in reading, overall, is good. Most children at the early level enjoy developing their reading skills in a range of different contexts. They are exploring and developing their understanding and application of literary techniques well. At first level, most children are reading fluently from a wide range of texts and can discuss authors' use of language. By second level, almost all children are reading a wide range of texts for different purposes. Most can read fluently, demonstrating their understanding of punctuation to convey meaning and expression clearly. They have a good awareness of literary devices and techniques which they are increasingly deploying to enhance their own writing. Recent investment in intensive teaching of early reading skills is providing high-quality support to targeted individuals. There are early indications that these interventions are improving children's progress in reading. This is particularly evident for those children whose progress was previously below anticipated levels for their stage.
- **Writing:** Overall, children's progress in writing is strongest at early and first levels with children making good progress. At second level, progress in writing is satisfactory. Staff at early level are providing varied and frequent opportunities for children to write. As a result, the majority of

children at the early level are beginning to write independently. Across the first and second levels, children are increasingly producing texts of length. The majority of children can write extended pieces in a range of genres by the end of second level. Most children are able to incorporate literary techniques from their reading into their own writing. There is scope for children at second level to extend their knowledge of literary devices and techniques and to have more varied opportunities to demonstrate their understanding of these by applying them in a wider range of contexts. Staff are beginning to address this through the ongoing moderation activity within and beyond the cluster.

Attainment in numeracy and mathematics

- Across the school, most children are making good progress in numeracy and mathematics. Children enjoy the variety of learning experiences that are planned for them. There are a number of planned opportunities for children to develop and apply their numeracy skills in the outdoor environment and across the curriculum. There is scope to consider ways in which these opportunities can be extended as part of the school's ongoing development of the curriculum.
- At all stages of the school, almost all children can talk knowledgeably about how they might apply their numeracy and mathematics skills in different curriculum areas, and across the life of the school. Almost all children can talk confidently about the strategies they have chosen and the reasons for these choices. Across the school, most children can talk about a range of real-life contexts and occupations where the application of numeracy and mathematics skills is relevant to that job. Building on this positive start, there is scope to develop children's application of numeracy in real-life contexts further.
- **Number, money and measurement:** At the early level, almost all children can sequence numbers to ten and confidently use the terms 'before, after, more and less'. Many children can exceed this. Almost all children at first level are accurate in rounding numbers to the nearest ten and hundred. They can add and subtract with confidence, making links between place and value of digits. By second level, most children have a firm grasp of place value. Most are confident when multiplying and dividing, and can add, subtract and order decimals. They can convert fractions to percentages and decimals with speed and ease.
- At all stages of the school, children know the value of money and can identify different coins and denominations of money. Children are knowledgeable about many aspects of financial planning. At early level, children have opportunities to handle money and use coins to buy and sell items in play based learning situations. At first level, most children can work out the cost of buying multiple items confidently. In a sample group of children working at second level, most children can purchase from an amount of money, calculating both costs and change of items for example, when shopping. They can also calculate discounts using percentages.
- Children across the school have regular opportunities to develop their understanding and awareness of time. At early level, almost all children can link daily routines to time sequences. Children who are on track to attain first level can confidently tell the time, half past, quarter past and quarter to using analogue clocks and the majority can make the links to digital time. By second level, almost all children can convert between 12 and 24 hour notation. They can also confidently interpret electronic timetables and calendars.
- All children at early level can use the language of measure and volume appropriately in play. At first level, most children use rulers appropriately to draw shapes and take measurements in centimetres. They can accurately estimate length and height in metres and centimetres and

are able to explain the reasons for their response. By second level, almost all children can make reasonable estimations of length and area. They can calculate the areas of squares, rectangles and right-angled triangles. They can draw shapes accurately with given perimeter areas.

- **Shape, position and movement:** At early level, all children can recognise and name two-dimensional shapes and a few three-dimensional objects. At first level, children are able to investigate and describe the key properties of a range of two-dimensional shapes and three-dimensional objects. By second level, almost all children have a good understanding of the relationship between three-dimensional objects, angles and area.
- **Information handling:** Across the school, children are developing their skills in information handling very well. They apply their knowledge in other areas of learning, such as science. Children are able to identify real-life contexts for using these skills and are able to make links to the world of work. The quality and reliability of current internet access impacts the opportunities for children to extend their learning in this area using digital technologies. In planning for developing the use of technologies in line with improved internet access, the school should extend opportunities for information handling.

Attainment over time

- Senior leaders have recently designed more robust approaches to track and monitor children's progress through Curriculum for Excellence levels, both at class and whole-school level. Regular, planned monitoring and tracking meetings between senior leaders and teachers focus on children's progress in literacy and numeracy across the year. These new approaches have been in place for a short period. As a result, there is currently no reliable data showing progress over time. The redesigned approaches to tracking and monitoring will now allow staff to track the progress of those children with protected characteristics and ensure equity of opportunities and achievement for all learners. By developing further approaches taken to filter and analyse this data staff will be better placed to identify attainment gaps in literacy and numeracy.
- There has been good progress in making links with other staff across the local authority, and beyond to moderate plans for learning, teaching and assessment. As a result, this is allowing staff to engage in planned moderation activity and develop a clearer understanding of national expectations around achievement of each of the Curriculum for Excellence levels. Teachers' professional judgement in relation to achievement of Curriculum for Excellence levels in reading and writing is becoming increasingly more accurate and reliable. There is scope to develop approaches to moderation across all curricular areas to ensure a shared understanding of standards.
- It is too early to evaluate the full impact of targeted interventions introduced this session to raise attainment. We have asked the school to take a more strategic approach to measuring the impact of focused interventions to improve attainment in literacy and numeracy, particularly at the upper stages of the school. By creating baselines and aspirational targets from the outset, staff will be able to measure more accurately the value that interventions are adding to children's overall progress and outcomes.

Overall quality of learners' achievement

- Overall, children experience a wide range of opportunities which contribute towards developing their confidence, self-esteem and ambition. The school provides opportunities to participate in

a wide range of clubs and activities. Many of these opportunities involve competition and performance. As a result, the school has enjoyed sustained success in athletics and gymnastics. In addition, there are opportunities for children to represent the school in a wide range of events beyond the school, such as in debates, and representing Glasgow in the P6 Euro Quiz. Staff track children's participation in these events to ensure fair and equitable opportunities are extended to all pupils. Some children are able to identify the skills that they are developing through participation in club activities, but not all could do this. Staff should ensure that planning for skills progression in clubs is incorporated into the wider skills framework for the school.

- A range of pupil groups is provided to enable children to be actively involved in the life and work of the school. Ambassador roles have recently been introduced for P7 children. Children welcome this development and recognise that they are at the early stages of carrying out these roles. Participation in pupil committee groups is now being tracked. Staff monitor children's involvement and actively encourage children to participate. Building on the commendable work undertaken in developing its vision and values, the school should consider how it can increase further opportunities for pupil participation.

Equity for all learners

- School leaders and staff know the children very well. They have identified children who may be affected by socio-economic disadvantage and consulted appropriately with all stakeholders when considering how to use PEF. Systems are in place to track the progress which is made by these learners. Staff now need to interrogate this information more closely to help them to identify attainment gaps within target groups. This will support the school in raising attainment overall.
- The school takes due account of the potential financial implication of school events on families. They are ensuring that all children can access the full range of services that the school has to offer.

School choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff are strongly committed to developing their professional capacity to support children in their learning. They use an enquiry-based approach, engaging with academic partners to ensure their practice is grounded in sound educational research. A programme of whole staff development, delivered through planned learning events and in-service sessions, ensures that all staff are trained in agreed school improvement strategies. This session, this professional learning has focused on play-based learning at the early level, in specific literacy supports designed to close the attainment gap, and strategies supporting mental health and wellbeing.
- The contribution of support staff to meeting learners' needs is valued by teaching staff. A number of support staff have additional qualifications and are developing skills in association with health partners to support the targeted needs of specific children, such as those with specific language and literacy difficulties. This is enabling the school to respond more effectively to a wider range of need. As planned, the school should continue to extend the range of play-based learning to meet the social and emotional needs of its youngest learners. We have asked the school to review the deployment and involvement of support staff to ensure the best possible impact from this very valuable resource.
- Children would benefit from more regular opportunities to develop their personalised targets. Currently, these tend to be generic rather than for the individual. Individualised learning targets should be more closely linked to ongoing assessment to ensure appropriate pace and challenge for all learners.
- Systems and processes are in place to enable teachers and senior leaders to respond promptly and flexibly to the needs of individuals. School targeted interventions are deployed through a well-understood staged intervention process.
- Child review meetings are in place to devise responses to support the wellbeing of children. Regular attainment meetings review the progress of identified children requiring additional support. These take a holistic overview of children's progress and supports the setting and sharing of targets with children and their families. Children and parents value being involved in the planning and review of this process. A few parents would welcome additional clarity on progress through these targets.
- The senior leadership team take account of information on a range of socio-economic factors that may indicate a need to consider additional support. This ensures that the school staff are able to take proactive steps to minimise potential impacts on learning. A needs analysis or risk-assessment process would further strengthen this targeted approach.
- Enhanced transitions to P1 and S1 are arranged with those families of children who require additional support. The individualised nature of this is praised and valued by parents. The introduction of soft start ensures a nurturing start to the day for all in P1. The school should proceed with plans to extend nurturing approaches.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.