Summarised inspection findings

Golfhill Primary School

Glasgow City Council

25 February 2020

Key contextual information

Golfhill Primary School roll is 194 children over nine classes. It serves the catchment area of Denniston in Glasgow. The school is now more settled following a period of instability with frequent changes in leadership. A new headteacher was appointed in May 2018. The school is on the campus of Whitehill Secondary School.

1.3 Leadership of change	satisfactory

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 has had six headteachers over the past four years. The frequency in the changes of leadership has adversely affected the pace of change. The current headteacher, in post since May 2018, provides much needed stability to the school. He has gained the trust of most parents and children. Staff work well together and respond well to his leadership style. The headteacher, over the last year has prioritised establishing a positive relationship policy and creating appropriate conditions for learning. Most children now treat each other with respect and behave well in class. As a result, the calm nurturing atmosphere across the school helps children enjoy learning and most children feel safe. However, the behaviour of a few children still adversely affects the wellbeing of others in a few classes. The headteacher should continue to seek specialist support from the local authority to ensure the wellbeing needs of all children are met.

■ The headteacher demonstrates a calm and empathetic leadership style and is committed to improving the school. He is ably supported by the acting depute headteacher and principal teacher. The leadership team receive well-judged support from the local authority through guidance from the local authority officer. The leadership team are determined to improve outcomes for children. Over the last year the headteacher has identified a number of key areas for immediate development. These included improving relationships and improving approaches to developing literacy and numeracy. The leadership team now needs to provide clear leadership and direction to staff to manage and increase the pace of change. They now need to provide a clearer focus on raising attainment for all.

■ The headteacher reviewed the vision and aims of the school with children, parents and staff over the last year. Most staff refer to these in their teaching. Staff develop children's understanding of the vision and aims at assembly. Children are beginning to refer to the school values when interacting with each other.

■ All staff are aware of the local culture and socio-economic background of the school. They are sensitive to matters and issues of equity and fairness in their school community. Teaching staff are beginning to take forward a few aspects of curriculum development to raise attainment. This includes a refreshed approach to teaching numeracy across the school. Early signs indicate this is having a positive impact on children's attainment. Improved leadership opportunities for staff are required to help increase the pace of change.

■ The school's self-evaluation procedures need developed further. The local authority officer supports the school in using the quality indicators in 'How good is our school 4?' to identify priorities for improvement. Staff have made an early start to observing each other's lessons and providing feedback to support improvements in teaching and learning. This needs to become more rigorous and robust to ensure it leads to improvements in all classes.

■ Across the school, children feel staff listen to them and involve them in improving their school. In most classes children have a voice in determining what they want to learn within play opportunities and within topics. Older children have the opportunity to buddy younger children. Children's participation and their leadership skills need to be developed more fully across the school. Staff should support children to engage with 'How good is OUR school?' to structure children's input into the school improvement processes.

■ The headteacher has an annual plan in place to ensure that the leadership team monitors and tracks the work of the school across the year. They have made an early start to tracking children's progress in literacy and numeracy. The leadership team review attainment with staff at regular points across the year and identify clearly children who require support in their learning. Staff should now take a more focused approach to evaluating the impact of change on outcomes for children. The headteacher should now take steps to ensure data gathered is accurate. Staff should then use it appropriately to inform improvements in attainment or to identify interventions, including those supported by the Pupil Equity Fund (PEF). As part of the ongoing monitoring of the work of the school, a review of play based pedagogy at P1 and P2 should be included at regular points across the year to ensure it contributes to raising attainment.

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2.3 Learning, teaching and assessment	satisfactory

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 school has a warm welcoming ethos. Children talk with pride about their school and are friendly, enthusiastic and keen to learn. Most children are respectful and supportive of each other. They engage well in planned learning and interact well with each other and adults. In almost all classes' positive relationships are evident between teachers and children. Staff support most children well to ensure they feel included in lessons. Most children are well behaved and attentive to teachers' instructions. A few children across the school are not always fully engaged in learning.

■ Staff make good use of resources in the local community and further afield to enhance learning. These trips and visits help make learning relevant and motivating. A few staff support children well to use skills that enable them to work independently and in small groups. As a result the majority of children in these classes are confident, responsible and contribute effectively to discussions about learning when given opportunities to do so. This now needs to be developed more fully across the school.

■ Children in the early years enjoy many opportunities to learn through play. Staff at P1 and P2 work hard to plan learning through play and make good efforts to differentiate learning for groups of children. To improve this approach further staff should ensure more challenge within the play for higher-achieving children. Staff need to have a clear focus on raising attainment of children across the early level through play-based pedagogy. Across the school staff are well organised and work hard to meet children's interests and involve them in lessons. At times lessons can be too teacher led and do not provide opportunities for children to develop and apply higher order thinking skills. A significant number of interventions are in place to support children with additional needs, delivered mainly in groups outwith the class.

■ Most staff share the purpose of lessons and children know what they have to do to be successful. In a few classes staff use questioning well to extend children's thinking and check for understanding. In these classes children are encouraged to be independent and to lead learning. Staff should now share this good practice across the school. Children in the early years use learning logs to capture their best learning over a term. Staff need to develop consistent ways across the school for children to reflect on their successes in learning and set targets to improve.

■ Teachers make good use of interactive whiteboards to enhance their teaching. Children use the equipment in the computer suite to practise numeracy skills and to undertake research. The school is part of a digital refresh planned for next year and staff have introduced tablets within classes to begin to prepare children to use technology more fully in class. Staff should ensure digital technology is used more fully to support learning and develop children's digital literacy skills.

- Individual teachers have developed approaches to assessment within their own class. Teachers use a few summative assessments to support their judgement of children's progress. Staff make use of standardised assessments to identify gaps and target support in mathematics and numeracy. Scottish National Standardised Assessments (SNSA) are not yet being used diagnostically by teachers to support next steps in learning. In a few classes children have opportunities to self and peer assess their progress in writing which is helping them improve. Staff should now use self and peer assessment more consistently across the school. The leadership team should now support staff in developing an assessment framework to clarify expectations and ensure consistency in assessment across the school. Staff should align assessment more too planned learning. Staff are part of the planned moderation of attainment within the cluster and across the city. This should support teacher's confidence in making decisions on achievement of a level.

- Staff need to ensure more consistency in approaches to planning of learning and teaching to ensure children experience progression and coherence in their learning as they move through the school. Teachers should make use of the progression pathways in all curriculum areas to plan learning for groups of children to ensure appropriate pace of progress through Curriculum for Excellence (CfE) levels. The headteacher tracks and monitors attainment of children across the school. Most staff have developed ways to track and monitor the progress of children within their class. More needs done to ensure consistency of tracking of attainment and progress within classes to support the robustness and reliability of the whole school attainment information.

- The headteacher has used PEF to provide additional staff to support children's learning and to reduce class sizes. Staff target support appropriately at children who live in in deciles 1 and 2 to help raise attainment. The headteacher must ensure attainment information about children facing additional challenges is recorded and monitored more closely. The headteacher should take steps to evaluate the effectiveness of all interventions used to improve outcomes for these children.

2.2 Curriculum: Learning pathways

■ Most staff plan learning across the school using the local authority literacy (Literacy for All) and numeracy (Glasgow Counts) planners. Staff follow a planned programme, which supports some aspects of health and wellbeing across the school. Senior leaders need to ensure consistent use of progression pathways are in place for all curriculum areas across the school. Now that the new leadership team and staff are more established they should now develop a curriculum rationale, bespoke to Golfhill Primary School to help direct the work of the school.

■ Teachers currently plan for interdisciplinary learning based on three curriculum areas termly using a topic based approach. In a few classes staff consult children about what they would like to learn. The school has a few examples of children being encouraged to develop their digital skills linked to other areas of the curriculum. All staff promote equality and reduce stereotyping by ensuring opportunities are offered to all children. For example, they are keen to ensure a gender neutral approach to toys, games and books. Staff operate a clear policy that children learn outside irrespective of the weather. They provide children with a variety of outdoor equipment to ensure that the can participate in outdoor learning. A good variety of partners support the curriculum. Staff provide interesting opportunities to develop a wide range of skills through working with a range of agencies. For example, children benefit from input from the active schools coordinator, a seamstress, the fashion world event, Glasgow Heritage Trail mapping project and taking part in the Oor Wullie bucket trail. Additional funding has enhanced the opportunity for children to learn about food and sustainable resources by investing in a poly tunnel for the school. Senior leaders should continue to monitor the effectiveness and impact of these additional opportunities.

■ When staff plan activities for children they take due regard of the cost of the school day. As a result families are not asked to contribute financially to additional experiences for children. For example, recently children were able to view a film screened locally as part of the Glasgow film festival at no cost.

■ Staff provide children with a range of topic books and other resources in the school library. Book bags support and encourage young children to read for pleasure. Staff recognise the need to develop further the range of reading and research materials across the school in order to further promote reading for pleasure.

■ Staff are not yet ensuring that children receive their entitlement to learning for sustainability nor are they including Career Education and Work Placement Standards in the curriculum.. More work needs done to ensure maximum use is made of teaching time during the school day. Staff should ensure that children have more frequent opportunities to develop their literacy and numeracy skills across the school week.

2.7 Partnerships: Impact on learners – parental engagement

■ Almost all parents are supportive of the headteacher and most are comfortable approaching staff with questions or suggestions. The majority of parents feel that their views are sought when changes are suggested for the school. However, a significant minority would welcome the opportunity to re-establish a Parent Council. Senior leaders are also keen to develop further opportunities for parents to become more engaged with school life.

■ The majority of parents feel they receive helpful regular and timeous feedback about how their child is learning and developing. This information is helping them to understand how staff assess their children's progress. Staff provide useful annual progress reports for parents which include skills development across a variety of curricular areas. A few parents wish more regular information on their child's progress.

■ The majority of parents feel that staff give them appropriate advice about how to support their child's learning at home and that senior leader organise activities where families can learn together. Staff organise helpful parent numeracy afternoons and provide numeracy activities during lunchtimes. This enables children who may not have access to the internet at home to do so in the school. Staff adapted the approach to homework after a full consultation with parents. Children are now encouraged to continue learning outwith the classroom in the school grounds and local community. This is resulting in more children becoming more engaged and motivated towards learning outwith the school environment.

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 that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion	satisfactory

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

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Children learn about their wellbeing through classroom activities and a weekly assembly programme. This provides children with time to consider and reflect on the school values of respect, safe and equality, along with other indicators of wellbeing. As a result, most children are able to talk about how they feel and the majority think that the school helps them to feel safe.

■ Most children feel that they have someone in the school they can talk to if they are worried or upset about something. The majority feel that staff listen to them and take their views into account. Currently there is no formal pupil council. However, children have opportunities to participate in the Eco committee and the Junior Road Safety committee. Staff should now work with children to increase ways children can participate in school. They should now work with children to make them aware of their rights as children in order that they are more fully informed.

■ Most children feel that staff teach them how to become confident and how to lead a healthy lifestyle. Children used the poly tunnel last session to grow vegetables and then invited their parents into a café run by each class. This developed further their confidence and provided children with opportunities to grow, harvest, prepare and serve food. Senior leaders should continue to enable and develop opportunities such as this to enhance children's learning experiences.

■ At present staff deliver aspects of health and wellbeing using a long established programme. However, it does not cover fully all aspects of a health and wellbeing outcomes within a CfE. Staff should now use a progression pathway for health and wellbeing across the school to ensure children receive a broad health and wellbeing curriculum. In doing this staff should also ensure that children are supported to apply the wellbeing indicators in their daily lives.

■ Staff have recently worked together, learning from research, to develop a new relationships policy. This has been a key strategy in supporting children to learn in a more calm and respectful environment. As a result of the work on building relationships children are making better choices in how they interact with each other. Although this is a positive approach, staff need more time to embed this fully across all areas of the school. The majority of children and parents feel that the school deals well with any bullying. However, a significant minority of parents and children feel that more could be done to address how children behave towards each other. Staff should now ensure their approach to anti-bullying fully reflects the current national guidance.

- Staff recognise the impact on children of low attendance and of arriving late to school. They are proactive in following up non-attendance and have systems in place to monitor and track persistent late coming. Timekeeping is improving for the minority of children this affects. Exclusion from school happens as a last resort. Senior leaders need to ensure that appropriate planning and support for meeting children's social and emotional needs is in place to help reduce the number of incidents that lead to exclusion.

- Staff are aware of statutory duties relating to wellbeing and inclusion and of their responsibilities with regard to child protection and safeguarding. Teachers and support staff benefit from professional learning in for example, nurturing approaches. While staff have not yet fully embedded the approach to nurturing across the school, it is leading to a better understanding of some children's needs. The current focus by staff on 'all behaviour is communication' and developing more preventative and inclusive strategies to supporting children are helpful and should continue.

- Staff ensure that most children with additional support needs have an individual plan to allow targets for learning to be recorded and reviewed regularly to monitor children's progress. These are at an early stage of development. Staff would benefit from further professional learning in identifying children's additional support needs. As part of this, staff need clearer guidance on appropriate strategies to reduce barriers to learning. Senior leaders should ensure all aspects of provision with regard to wellbeing and inclusion reflect current national legislation and guidance.

- Staff follow a staged intervention model of support, supported by Glasgow City Council. They seek advice and guidance from other agencies. They identify children requiring additional support through regular tracking meetings with the leadership team. Senior leaders need to more rigorously track and review progress made by individuals and groups of children. A range of interventions are in place across the school to meet the needs of children with additional support needs. Most of these interventions help those children access more of the curriculum, particularly when support is staff provide this within the class environment. Staff should ensure that all interventions are evaluated to ensure their effectiveness on improving outcomes for learners.

- Children appreciate and enjoy the planned transition programme to secondary school. Staff from a few secondary departments support the transition programme.

- Children have weekly opportunities to think and learn about different cultures, diversity and equality. Recently children considered the International day of charity, a day of democracy and of tourism. As a result, they have an understanding of tolerance and of the protected characteristics. Annually, children work with others from a local denominational school on the 'Sense over Sectarianism' project that is improving their understanding of the impact of language on others.

3.2 Raising attainment and achievement	satisfactory

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

Overall attainment in literacy and numeracy

■ Overall attainment in reading and mathematics across the school is satisfactory and is weak in writing. However, attainment in writing for those children in P5 who have achieved the first level is satisfactory. A few children at the early level and at the beginning of the first level could be making better progress in their learning in literacy and numeracy. In order to ensure greater consistency and reliability of staff professional judgement in achieving a CfE level, teachers should now engage further with a variety of moderation activities and National Benchmarks. They need to ensure children experience literacy and numeracy more frequently across the week.

Number, money and measure

■ Overall more work needs done to ensure children experience all the organisers in mathematics and numeracy. Staff should now develop children's skills and strategies in mental agility. Children at the second level need more opportunities to develop their understanding of probability and chance. More work is required to ensure children have opportunities to reinforce and consolidate previously taught concepts.

■ Most children who have achieved early level can mentally add to ten and with materials to 20. They are less confident when subtracting. Most talk confidently about the coins they need to pay for items up to 10p. Almost all use arbitrary units to measure and understand language linked to weight. At the first level children tell the time using half past, quarter to and quarter past on both analogue and digital clocks. They work out times from timetables and confidently count backwards in twos, fives, tens and 100s. They are very confident in using their tables. They are less confident in multiplying tens and units by single digits. They understand fractions and find simple fractions of a whole number. At the second level a majority of children have a good knowledge of time and money but have very little understanding of measurement. They have a very sound understanding of tables and understand simple fractions and percentages. Children at the second level lack confidence in multiplying and dividing large numbers. Staff should take steps to improve children's skills in mental agility across the school.

Shape, position and movement

■ At the early level most children recognise, describe and sort common 2D shapes and 3D objects which is reinforced well through a variety of play activities. At first level children confidently identify right angles. At second level children identify and describe 2D shapes and 3D objects using some specific vocabulary well.

Information handling

■ At early level children use their knowledge of colour, shape and size to sort objects in a variety of different ways. At first level children use tally marks to gather and sort information in bar graphs. Children approaching the end of the second level have little experience of collecting data and displaying it in a variety of ways.

Listening and talking

■ Most children working at early level listen well to instructions and talk confidently when asked questions. They interact well when working in pairs or groups. They need to apply these skills to a wider range of tasks when working independently in their play-based learning. Children who have achieved early level listen and respond to others appropriately. By first level, most children take turns and contribute at appropriate times when engaging with others. Most children at this level identify how they can improve when sharing their ideas with a wider audience. They need to develop their listening and talking skills in a range of contexts across the curriculum. For example through debates, planned talks and as part of leadership roles.

Reading

■ A majority of children who have achieved early level read fluently and understand the main ideas of these texts. A few children feel their reading books are too easy and would like more challenge. At first level, a majority of children can talk about their favourite authors and books. Children at this level can explain the difference between fiction and non-fiction. A majority read fluently using expression and an awareness of punctuation. A majority of children at second level can identify the main ideas of texts that they are reading. A majority of children at second level can work out the meaning of unknown vocabulary using a range of strategies. They need to develop strategies to enable them to understand more of their reading. Good use is made of the school library and the local library to encourage children to read. However, across the school more needs done to raise the profile of reading and encourage reading for pleasure. Overall, there is a need to raise attainment in reading across the school.

Writing

■ A few children who have achieved early level can write several sentences independently making a good attempt to write unknown words. Overall, at the early level more children need support to write independently and at an earlier stage. All children across the early level and beginning of the first level need many more opportunities to write daily for a range of purposes. There is a need to increase expectations of what children can achieve in writing across the school. Most children who have achieved first level can identify the features of different genres. Most children who have achieved first level have a good understanding of nouns, adjectives, verbs and adverbs. They are using this knowledge to make their writing more interesting. A few children working at second level can write persuasively and recognise the features of this genre. They now need to understand and apply a wider range of genres for different purposes across the curriculum.

Overall quality of learners' achievement

■ The head teacher has taken positive action to provide increased opportunities for wider achievement for all children. Staff celebrate children's achievements out of school on displays and at assemblies as Golfhill Gogetters. Most children access a range of cultural, sports and physical activities. For example, children take part in activities such as football, dance, art, Spanish, participation in Glasgow run, Scottish country dance and through trips within the local community. Children in P7 help to fundraise for their annual residential trip. The head teacher plans to develop this further to incorporate enterprise skills. Most children have classroom responsibilities and a few represent their class as Eco representatives. Junior Road Safety Officers have recently been appointed and have organised a whole school competition.

Children at P6 and P7 develop leadership skills through volunteering and training to become playground leaders.

- The headteacher records children's wider achievements to ensure all children have opportunities and do not miss out. The next step is to track children's' wider achievements more rigorously to ensure they achieve a range of skills and attributes through a wide range of activities. In doing this he can then ensure skills for learning, life and work across all four contexts for learning are included.

Attainment over time
- The majority of children are making satisfactory progress over time with a significant number making good progress in numeracy and reading in the middle of the school. Staff are at an early stage in using and analysing data to both support their judgement of achieving a level and to identify effective interventions to raise attainment. Senior leaders have begun to track attainment in literacy and numeracy. This is not yet sufficiently systematic or robust to enable them to make full use of the information collected or to have an accurate overview of attainment over time.

Equity for all learners
- Staff within the school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances. Staff need to use and analyse the data available to class teachers further to help identify ways in which they can reduce such barriers to learning and raise attainment further.

- Currently staff are using PEF to provide additional staff and to access a few external agencies to help support children's learning. Senior leaders now need to develop a strategic rationale for the use of PEF to ensure a more targeted approach to reducing the attainment gap and raising attainment further.

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.