

15 March 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Golfhill Primary School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit to Golfhill Primary School. Our engagement helped us learn more about how children and their families have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children, young people and families through COVID-19

The headteacher and staff supported one another, children and their families successfully during periods of school closure. Staff followed national expectations and guidance well during the pandemic to assist the school community. Additional procedures and routines continue to promote a safe learning environment.

Teachers worked together effectively to ensure they provided learning that was consistent across the school during periods of school closure. They monitored children's engagement carefully when learning at home. Senior leaders and staff supported families effectively with check in phone calls and doorstep visits to help with digital technology. The Parent Council provided useful funding to give families paper learning packs for learning at home. The headteacher produced weekly 'Golfhill Live!' online assemblies, which children and parents enjoyed. These assemblies helped them to feel more connected to the school. Teachers built successfully on the challenging experiences of the first period of learning at home. They supported everyone well during the second closure. They provided improved learning activities through a variety of online live and recorded lessons. Children welcomed the opportunities to work with their teacher and classmates. Teachers provide regular newsletters with interesting information about the work of each class since returning to school full time. Parents welcome these helpful updates about their children's learning in school.

Senior leaders' and staff's support for children's wellbeing was key to a successful return to school full time. Staff used a wellbeing survey effectively to identify children's feelings about themselves and school. This helped them to identify individuals needing additional assistance. Staff provided targeted support for individuals and whole class learning activities to support all children.

Progress with recommendations from previous inspection

There is a calm, caring and respectful atmosphere for learning across the school. Exclusions at the school have reduced and children's behaviour has improved. Staff take part in a wide

range of well-considered professional learning activities to improve their practice. This is helping them to meet children's social and emotional needs better. All staff continue to build positively on the work started following the wellbeing survey. Staff have a strong focus on celebrating differences and making everyone feel included across the school. Senior leaders have supported parents to form a Parent Council. The Parent Council and senior leaders work together well to support the work of the school successfully. Staff need now to strengthen approaches for learning and teaching about children's rights and learners' involvement in making decisions across the school.

The school community's shared values of safe, respect and equality are at the heart of the curriculum. Staff are continuing to develop the curriculum in consultation with parents and children. All teachers ensure learning activities are meaningful and relevant for children. They use the local community well to make children's learning more interesting.

All teachers use local authority resources effectively to plan learning activities for children in literacy and numeracy and mathematics which support and develop progression. They ensure that all children across the school experience a broad general education in all curriculum areas. They now need to ensure children make progress across the whole curriculum. Teachers plan for interdisciplinary learning well. This includes learning in their local community. A useful next step would be to involve children more in the planning of this work.

The headteacher introduced effective new approaches to assessment across the school. This is supporting teachers to use a wide range of evidence to assess children's progress well. Teachers meet with the headteacher three times a year to check children's progress in literacy and numeracy and mathematics. This assists them to identify individuals not making good progress and to plan additional support for these learners. Senior leaders should develop ways to make sure that these additional supports are making a difference for children. Senior leaders are beginning to be able to demonstrate that most children are making progress in literacy and numeracy. They now need to check children's progress across the whole curriculum.

Senior leaders and local authority staff developed a useful programme of professional learning sessions for all staff. This is helping staff to develop their knowledge and skills to meet the needs of all learners better. Teachers reviewed their own classroom environment and practice successfully. This is supporting them to meet the learning needs of all children better. They use technology well as part of this support. It is important that staff develop a more consistent approach to checking children's social and emotional wellbeing across the school.

The approach to planning for children with additional support needs has improved. Senior leaders are continuing to develop Wellbeing and Assessment Plans (WAPs) further for children who need them. They ensure that children and parents are involved fully in the regular reviews of these plans. Teachers have improved the targets set for children in WAPs. Senior leaders recognise they should support teachers to make better links between these targets and how they plan learning for individuals in their class. Children with additional support needs are beginning to improve their confidence and engagement in learning.

All children set targets in literacy, numeracy and health and wellbeing in individual learning logs. These targets need to be clearer. All children need now to be more aware of their targets and use them to talk about their progress.

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery well. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. Glasgow City Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

Katharine Crombie
HM Inspector