

16 September 2014

Dear Parent/Carer

**Pirie Park Primary School
Glasgow City Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including aspects of health and wellbeing, the involvement of parents and other partners in planning and evaluating the curriculum and how teachers meet children's learning needs. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

At all stages, children learn and achieve very well. The learning environment is attractive and stimulating and good use is made of the outdoors. Almost all children are enthusiastic and keen to learn. They work very well in groups and pairs and support each other very well in their learning. Children have gained skills in reflecting on their own learning. They use their learning journals to share aspects of their learning with their parents. Through using these journals, children are taking more responsibility for their learning. You told us that the school helps your children to be more confident, that your children feel safe at school and are treated fairly. The children worked with their teachers to develop a set of characters which represent the core values of Pirie Park Primary School including Captain Respect, Twinkle Trust and Karen Kindness. The adoption of these values has resulted in the school being a place where children learn in a safe and challenging way. Children's achievements are captured in their profiles and in their learning journals. They achieve success across a broad range of activities outwith the classroom. They lead in assemblies and act as House Captains and Vice-Captains, buddies and as Junior Road Safety Officers. Children who are litter pickers and energy ninjas spoke positively about their role and all children are proud of their contribution to attaining an Eco-Schools Scotland green flag. Children enjoy and are motivated to perform well by the many different award systems used throughout the school.

Overall, almost all children are making very good progress in English language, literacy, numeracy and mathematics. Children who require additional support with their literacy, including those for whom English is an additional language, are progressing well. Children listen and talk very well in groups and pairs. They enjoy

reading. As they move through the school, they are developing skills that allow them to read for pleasure and for research. Pupils in P7 can talk about how they use their literacy skills in real life, including for example, reading for information and presenting to an audience. Overall, almost all children are making appropriate progress in numeracy and mathematics. They applied their numeracy skills well during money week when children at all stages developed an enterprise activity. They planned materials and events, costed materials, negotiated best prices and worked hard to make a profit. Children at the upper stages are highly motivated by their '50 club' where they compete to learn their tables. They feel this has given them security and confidence in their number work.

How well does the school support children to develop and learn?

The school supports children to develop and learn very well. The headteacher and her staff are outstanding in their approach to identifying children's learning needs and making judgements about how best to support them. Staff are skilful in choosing tasks, activities and resources which interest and motivate children. The Rainbow Room nurture provision is very effective in meeting the specific needs of identified children. The programmes of support and approaches adopted by the staff are well targeted to build the skills and confidence of children who require extra support. These include the seasons for growth programme which helps children address major changes in their lives. The school makes highly effective use of partners to complement its work in meeting children's learning needs, in for example, play therapy and speech and language therapy.

The quality of the curriculum is very good. It brings the school's values to life and provides a wide variety of rich experiences for children. A major defence company, the Glasgow Science Centre and a global contracting and development company are among the local businesses helping to enrich the curriculum. This is ensuring that children have very good opportunities to develop skills for learning, life and work. Teachers are planning lessons which are interesting and relevant. The school has introduced Gaelic into P6 this session and plans to extend this to other stages next session. Very good arrangements mean that children moving from nursery to P1 are well supported. They read 'Bear on a Bike' in nursery and continue to use this as a focus for learning in P1. Children moving on to a number of secondary schools are given effective support. Staff from Govan High School have been supporting children in P6 and P7 recently in developing their skills in using databases and spreadsheets.

How well does the school improve the quality of its work?

Overall, the school has a very good awareness of its strengths and development needs and has developed effective systems to help it improve. The headteacher and her staff have skilfully built a school community which is united in its aspiration for the children to achieve the best experience and outcomes. Teachers have termly conversations with the headteacher and depute headteachers where they discuss the progress of individual and groups of children to ensure they attain as highly as possible. They have benefited from working together with staff from their own and other schools to improve their practice. The staff have developed a culture where children are given an important role in school improvement. The school uses a wide range of approaches to gather the views of children, parents, staff and partners. There

is clear evidence that the school's approaches to evaluating its own work are leading to improvements for children.

This inspection found the following key strengths.

- Polite, well-behaved children who clearly demonstrate the school's positive values.
- Skilful, caring staff, committed to meeting all children's needs, including those of the most vulnerable.
- Highly-effective partnership working to enhance and support children's learning.
- Strong aspirational leadership, focused on children's welfare, learning and achievement.

We discussed with staff and Glasgow City Council how they might continue to improve the school. This is what we agreed with them.

- Continue to develop the curriculum so that children's achievements improve.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. We shall work with the school and Glasgow City Council to record the innovative practice and share it more widely.

Gary Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/PirieParkPrimarySchoolGlasgow.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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