

Summarised inspection findings

Wellshot Primary School

Glasgow City Council

23 April 2019

Key contextual information

Wellshot Primary School is a Victorian red sandstone building situated in the east end area of Tollcross in Glasgow. The school is spread over three floors with balconies looking over a central area. It has a large playground area, which has been developed to accommodate outdoor learning. The dining hall is in a separate, purpose built room adjacent to the school. Wellshot Primary School is part of the Eastbank Learning Community. At the time of the inspection there were 309 children attending the school. Sixty-nine of the children who attend have English as a second language. The headteacher took up her post in 2007 and the other members of the senior leadership team (SLT) have worked at the school for a reasonable period of time. There have been a few changes to the staff team over recent years and this is now beginning to stabilise.

1.3 Leadership of change

very 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

- Wellshot Primary School is a very nurturing, caring and inclusive school. All stakeholders have been consulted to inform the school's shared vision, values and aims. The vision is that the school and its local community join as a 'family'. This sense of 'family' is evident in the very positive relationships within the school between all adults and children, which are built on mutual respect. The school is held in high regard by its local community. Its values of happiness, friendship, co-operation, trust and respect were chosen through a rigorous consultation process involving children, parents, staff and the wider community. They are embedded through weekly assemblies, class discussions, in learning conversations with groups and individuals and through the school's Values Charter. Children speak confidently about their school values and refer to them appropriately in a variety of contexts. They are very proud of their school and its nurturing ethos and can explain their school vision in detail. The school's vision, values and aims provide a very clear sense of direction and purpose for the school. The SLT have ensured that the school's vision, values and aims are based on their sound knowledge of the economic, social and cultural context of the school community.
- The headteacher, very well supported by her two depute headteachers and, two principal teachers funded by the Pupil Equity Fund (PEF), has embedded nurturing approaches through her strong strategic direction over a number of years. Her passionate commitment to nurturing approaches creates a calm and positive school climate to facilitate effective learning and teaching for all children. The headteacher is held in very high regard by the school 'family' who appreciate her drive and commitment to improve outcomes for all children. The SLT have high expectations of staff and the progress of all learners. Teachers regularly discuss children's progress in their learning with the SLT. This ensures that most children are on track to achieve appropriate levels of attainment and that interventions are implemented to improve progress.
- The school improvement plan reflects the aims of the Glasgow Improvement Challenge to raise attainment. It helps to translate the school's vision, values and aims into priority activities and improved outcomes for children. Effective self-evaluation which involves all staff results in real

ownership of improvement priorities. The headteacher consults with her staff team to manage the pace of change effectively by focusing on a small number of well-considered priorities. These are expressed as measurable and achievable outcomes for learners which focus on literacy, numeracy and digital literacy. The progress of the implementation of the improvement plan priorities is discussed regularly with staff and parents.

- The SLT incorporate self-evaluation activities into all of the school's work and this very good practice is beginning to demonstrate improvement in priority areas. They support, challenge and encourage staff towards continuous improvement. Almost all staff have a sound understanding of their role in driving forward change and improvement. An extensive range of evidence is used to develop the key improvement priorities in line with the Glasgow Improvement Challenge.
- All staff including support staff undertake leadership roles across the school which is resulting in improved outcomes for children. Staff work collaboratively and feel valued and respected. Their professional learning needs are developed through effective professional review and development procedures. The headteacher encourages her staff to be creative, innovative and to use practitioner enquiry to influence change processes. Staff consider that they are well supported to take forward new initiatives. A very good example of this is the school's approach to playful pedagogy in the early years. Early years staff have been very well supported by the SLT to develop this innovative approach to learning and teaching. Prior to implementation the headteacher, principal teacher and the early years staff researched play pedagogy thoroughly and evaluated practice in other establishments to ensure an effective implementation process. Play based approaches to learning and teaching are now improving outcomes for learners and the children are developing the four capacities of Curriculum for Excellence. Parents are very supportive of this new approach and the impact it has on their children's progress in learning.
- The teaching and learning community is another positive example of leadership with staff leading professional reading, research and discussion sessions. The most recent focus is to revisit and develop further strategies which improve how they involve children in learning more effectively. This is improving the quality of teachers' questioning and use of relevant feedback to improve outcomes for children.
- The SLT have used their extensive knowledge of the school's socio-economic context to enhance learning and life experiences creatively for each child. The allocation of the Pupil Equity Fund (PEF) has been used to employ staff to enhance the children's experience in early years and to support improved outcomes. This ensures equity for all learners. PEF has also been used to employ additional staff to raise attainment in literacy in targeted classes and with targeted children. The impact of this approach is beginning to show an improvement in the attainment of these children.
- Children consider that their voice is heard and their views and opinions are sought and valued. Recently, they were consulted and involved in choosing new house names. Most children are given the opportunity to take on leadership roles. This could be extended further to include all children. Children make choices about their learning in the majority of classes. Their ability to lead their learning is an area for further development.

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 very welcoming ethos in Wellshot Primary School reflects the nurture principles. The positive ethos impacts on children's learning experiences. Children enjoy coming to school and interact well during their learning activities. As a result of a range of strategies, including nurture boxes in every class, children's resilience has improved. The majority of children are becoming more independent in their learning.
- In most classes, children enjoy high quality learning experiences and are fully engaged in learning. This is not yet consistent across all stages. The staff team have collaborated to reach a shared understanding of features of effective practice in some curriculum areas. For example by implementing the Glasgow Counts Framework for Mathematics.
- The school is part of the Scottish Attainment Challenge and have focussed effectively on raising attainment in writing and numeracy. As a result staff have accessed a range of high-quality professional learning activities to improve the teaching of writing skills and conceptual mathematics. This has ensured that learners experience more consistency in learning and teaching approaches across the school.
- Children in the early stages engage fully in the 'Baby Strings' project funded by the PEF. By P3 all children confidently play a violin, viola or cello. Children's motivation, confidence and skills in teamwork and listening have been improved through this regular music practice. Many of the children have now progressed to learning another musical instrument. This experience is impacting positively on most children's progress with developing their skills in reading and writing. The school should continue to progress with this approach, as planned, for all children as they move on through the school.
- Across the school resources are well organised, labelled and easily accessible to children. This allows children to be more independent learners. Children's learning experiences are enhanced by a wide range of planned play opportunities in the early stages. This approach provides children with more personalisation and choice. In best practice staff have used educational research to improve learning and teaching. Staff across the school should now agree standards for highly effective learning and teaching at Wellshot Primary School.
- All children have regular opportunities to learn through well-planned, motivating educational excursions. Children also benefit from quality outdoor learning, particularly in numeracy and mathematics. The school provides children with a range of real and relevant learning contexts. These support children to apply their learning and make links to the World of Work.
- Pupil voice is evident throughout the school, for example children's comments about their learning are displayed alongside their work. Learner participation could be further developed by using How Good is OUR school. This will enable all children to play an active role in the school

and wider community. The improved pupil voice will promote confidence, increased choice and independence for the children.

- Staff are beginning to make effective use of questions to ask children to justify their answers and explain their thinking. This is most evident during numeracy and mathematics lessons. The use of questioning techniques should be developed further to give children opportunities to provide their own explanations which will support their understanding.
- In the best lessons staff involve children fully in identifying the learning and evaluating success in learning. This is leading to improvement in attainment in reading, writing, mathematics and numeracy. The majority of children talk about their strengths in literacy and numeracy. In the majority of lessons children receive regular feedback and have opportunities to give feedback to their peers. There is scope to improve the pace and challenge in a few lessons across the school.
- Children's achievements are recognised and celebrated widely. Children record and share their 'Magic Moments'. This practice enables children to self-assess and to reflect on the skills they have achieved. Children's achievements are regularly celebrated at assemblies when they are awarded certificates. Children are highly motivated to receive one of the monthly red letters that are awarded for demonstrating the four capacities. Children who receive red letters are rewarded by attendance at a tea party with the SLT. Participation in after school clubs and out of school activities is very well monitored. Appropriate targeted support is provided to ensure inclusion in after school clubs.
- Digital technologies are used regularly as a teaching tool to enhance learning and teaching. There is a need for progression in children's digital technologies skills. There is scope to widen the use of digital technologies across the school.
- The SLT have six weekly planning, tracking and monitoring meetings with staff. Systems are in place to track and monitor children's progress across literacy and numeracy. These include information based on summative and diagnostic assessments. Attainment data from a range of standardised assessments is also systematically gathered and tracked. This provides data to inform planned learning activities, assessment and targeted interventions. Currently staff review assessment data every six weeks to monitor and evaluate progress and inform next steps in learning. This should be further developed by teachers co-constructing learning targets with children.
- There are opportunities for children to be involved in planning thematic work and to make personalised choices. The school plans to increase opportunities for children to take more of a lead role in planning their own learning across curricular areas.
- Approaches to planning the curriculum need to be more consistent across the school. The SLT should support staff to plan and track progress for learners across the broad general education. Teachers should continue to develop collaborative approaches to planning across and within levels.

2.2 Curriculum: Learning pathways

- See choice QI.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are very positive about their relationship with the school and are confident about raising concerns or offering suggestions. They welcome the opportunities they have to speak to staff particularly during 'Soft Start' in the morning. They were fully consulted and involved in the revision of the school's vision, values and aims.
- Parents are actively encouraged to engage with their children's learning. They value the termly curriculum newsletter and information leaflets provided by all teachers. This gives parents helpful guidance as to how they support their children at home with literacy and numeracy. Parents of children in Primaries 1–3 are invited to 'Tea with the Teacher,' events each term. Recently the focus has been to share how parents can help their children with phonics. These events are well attended and evaluated very positively by parents.
- The Parent Council supports the school's inclusive ethos very well. These parents have a really good understanding of the social context and augment the school's approaches to developing children's wellbeing. For example, every Monday and Friday at the end of the school day they provide soup for children and parents as they leave school. The Parent Council is aware that they are not currently representative of the culturally diverse school community. They plan to engage with the wider parent body by inviting parents to share their cooking skills which reflect the traditions of a range of cultures.

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

very 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

- Wellshot Primary School has a nurturing and inclusive ethos where children benefit from warm and caring relationships with staff. The headteacher and staff demonstrate a strong commitment to creating a place where almost all children feel safe and valued. All staff know children and their families very well, and work together effectively to ensure their wellbeing. All children are cared for, respected and included. Staff and partners have created an environment where children feel listened to. Children feel they can talk to a key adult if they are worried or upset as a result of the quality of relationships.
- Ensuring children's wellbeing is a major strength of the school. As a result, this is having a positive impact on how well the children learn and achieve. On a daily basis the school uses a variety of approaches to successfully prepare children for learning. Parents and staff highlight the value of 'Soft Start,' for children in Primaries 1-3. This provides worthwhile opportunities for the adults to share relevant information about children, which may help to prepare them for the school day. This approach could be developed further in all stages of the school. Almost all teachers very effectively support children to regulate their emotions at points of transition through the school day in readiness for learning. Children have a very good understanding of the relationship between their emotional wellbeing and their ability to learn. They understand the challenges faced by some children who find it harder to learn.
- Nurture and nurturing principles are understood, applied and embedded within core learning and teaching. The school very effectively provides universal and targeted support through nurture. This results in children developing a good understanding of their emotions. They feel safe and understand that all behaviour is communication. Children receiving targeted nurture support have a very good understanding of their personal targets. They are well supported to reflect on these and to achieve them. The headteacher leads professional development annually, which ensures that nurturing approaches continue to permeate the life of the school. This supports all staff to continually develop nurturing approaches, which meet the needs of all children.
- Almost all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. They have a good understanding of the wellbeing indicators and describe health and wellbeing as an important element of school life. Almost all children are able to discuss knowledgeably what they are learning in health and wellbeing. They now need to be helped to understand and reflect on the progress they are making. As part of this process they would benefit from setting focused and specific wellbeing personal learning targets. The SLT is aware of the need to evaluate and assess progress in health and wellbeing against National Benchmarks. Staff will then be able to track the children's progress in this area.
- Staff promote the benefits of physical activity and almost all children are well supported to take regular exercise. Children may choose to attend 'Rise and Shine' before the start of the

school day to help prepare them for learning. Children of all ages have opportunities to attend a range of lunchtime and after-school clubs such as Zumba, dance and badminton. Children are able to explain some of the physical, mental and social benefits of taking part in physical exercise. The pupil council, in response to suggestions from children across the school, are at the early stages of developing the playground space and facilities to promote active play.

- School documentation shows that teachers plan for two hours of quality physical education (PE). Slow transitions limit the actual time that the children are active. The school needs to monitor arrangements to ensure that all children receive their entitlement and access progressive skills development in PE.
- Almost all children demonstrate the agreed school values of happiness, friendship, cooperation, trust and respect. Most children have good awareness of the importance of children's rights. An increased focus on the United Nations Convention on the Rights of the Child will further enrich the children's experiences and their sense of self-worth. The school is well placed to extend this work. The school's approach to promoting positive behaviour should be reviewed in light of this development.
- The school fulfils its statutory requirements. Individual children's plans involve children, parents and staff effectively in their development and review. The SLT recognises that children need to engage with their targets routinely in order to understand what they need to do to achieve. Members of the SLT meet with staff regularly to review the progress of children facing additional challenges and the effectiveness of targeted interventions. Clear guidance provides support to teachers in the early identification of children who face barriers to learning. As a result prompt action is taken. Children are very well supported to overcome any barriers which they face to their learning.
- With the support of the SLT, staff make informed judgements about appropriate interventions to support children's development. A range of very high quality targeted supports are in place. Staff including support staff, are trained very effectively to deliver these supports. A significant number of children in the school have English as an additional language (EAL). They are very well supported with their learning. The school has access to advice and support from the authority EAL service. Teachers are also advised regarding appropriate approaches and teaching materials to use. Children have access to counselling support provided by a charity organisation. The children speak with warmth and enthusiasm about the support they receive.
- The school clearly values diversity and challenges discrimination. Children learn about a wide range of different religions through assemblies and the Religious and Moral Education (RME) curriculum. Almost all are able to talk knowledgeably about their understanding of others' beliefs. As a result, there are very few incidents of bullying or prejudice. Cultural diversity is valued, celebrated and contributes to the richness of the school community.
- Parents also value highly the many ways in which they receive support from the school. For example, monthly support meetings are organised for the parents of children diagnosed with autism. The school helpfully provides a crèche during these meetings. Parents appreciate the information shared with them about school initiatives at these meetings. They also value the support they receive from each other.
- Children describe a range of ways they feel included and involved in school life. For example, they enjoy the responsibility of being buddies for younger children and run a fruit shop at playtime. There are opportunities for older children to be involved in a number of pupil groups.

The school should consider how to extend opportunities for children of all ages to be more fully involved in influencing school improvements.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Overall, the data presented by the school indicates that children's attainment in numeracy and literacy is good. Children receiving targeted interventions in literacy and numeracy are making good progress. Children with EAL are also making good progress in literacy and numeracy. Children with additional support needs are making good progress towards their targets.
- The SLT discuss the analysis of a range of standardised assessments, including the Scottish National Standardised Assessments (SNSA) and teachers' professional judgements of Curriculum for Excellence levels with teachers, to put in place interventions for improving children's attainment. There is an over-reliance on the wide range of standardised assessments used. Teachers are building their confidence in the use of National Benchmarks. They should ensure that they widen the range of evidence used to inform their professional judgement of progress and achievement within and across Curriculum for Excellence levels.

Literacy and English

- The school has adopted the local authority's 'Literacy for All' strategy with a view to increasing staff confidence and improving outcomes for learners. To date, the school has focused on developing writing assessments to be used by all teachers. This is being complemented in Primaries 1-3 by the introduction of literacy initiatives based on increasing children's vocabulary and active participation in storytelling. Teachers report positively on the success of these initiatives.

Reading

- Overall, children's progress in reading is good across the school. Most children demonstrate high levels of enjoyment and access a variety of reading materials. At early level, children experience a literacy rich environment. The school has placed a significant emphasis on the development of the whole school phonics programme, which has been received well. Children explore sounds and letters through playful pedagogy, using a range of resources to develop their reading skills. At first level, children confidently distinguish between the features of fiction and non-fiction texts. They can identify favourite authors and genres, and are able to explain their preferences. Children are familiar with common strategies for decoding unfamiliar words and deducing their meaning. Digital technology is used effectively to increase children's engagement with texts for enjoyment. There is scope for more challenge to be provided for children finding and using information. At second level, children develop a range of skills and strategies to help them understand texts including skimming, scanning and summarising. Comprehension skills are developed through engagement with higher order questions related to the text. A few pupils would benefit from increased pace and challenge in their reading activities.

Writing

- Overall, children's progress in writing is satisfactory across the school. At early level, children explore writing using a wide range of materials and are encouraged to write for enjoyment. They develop an understanding that words are written from left to right, with spaces between them. They are able to share ideas and experiences in pictures and print. There is scope to develop the children's letter formation skills. At first level, most children can accurately punctuate sentences using capital letters, full stops, question or exclamation marks. Some children make use of speech marks in their writing. They can organise extended writing into paragraphs and are beginning to explore a range of different openers and connectives. At second level, children can write for a range of purposes including instructional texts, persuasive arguments and informative fact files. They make use of specialised and interesting vocabulary as appropriate to the context. A focus on features of imaginative stories such as characterisation and setting the scene ensures that children can engage the reader. They are encouraged to see themselves as authors with one pupil undertaking his book signing at a local supermarket.

Listening and talking

- Overall, children's progress in listening and talking is good. As a result of a recent initiative where talk is used to promote vocabulary acquisition and wider literacy skills at early level, children engage well in listening to, and actively participating in, stories, songs and rhymes. Most children listen and respond appropriately to questions, and are able to follow simple instructions. Most children can share their feelings, thoughts and ideas through the opportunities provided by playful pedagogy. This is supporting children with EAL to engage successfully with their peers. At first level, children are familiar with, and can apply, techniques for engaging with others such as making eye contact and using appropriate body language. They can talk in groups, understanding the need to listen to others respectfully without interruption. Children express a strong interest in learning modern foreign languages. At second level, children talk confidently and articulately about their ideas and opinions. They can respond to a range of questions to demonstrate understanding. There is scope for children to develop further skills required for presenting and debating. The school has identified that planning for learning, teaching and assessment in listening and talking should be a priority to ensure that attainment data is valid and reliable.

Attainment in numeracy and mathematics

- Overall children are making good progress in numeracy and mathematics. The raising attainment strategy for numeracy introduced mathematical mindsets to children in 2016-2017. In 2017-2018, staff adopted the Glasgow Counts Framework and approaches to the teaching of numeracy and mathematics. This supports more effective planning for progression, and attainment is beginning to improve.

Number, money and measurement

- Children are developing a range of strategies to solve problems and apply them in different contexts. Through recent work on developing approaches to problem solving, reasoning and fluency, staff are able to demonstrate positive signs of improved outcomes for children at early, first and second levels.
- Across the school, most children can collect and organise information, and interpret data using types of graphs as appropriate for their stage.
- At early level, most children count forwards and backwards to ten. Almost all can identify numbers in groups to six. The majority of children can create sequences with numbers to 20. Most children can use practical objects or number lines to add and subtract within 20. They are beginning to order days of the week, and answer questions about time sequences. The

majority of children can identify 1p, 2p, 5p and 10p coins and are learning to pay the exact value for an item up to 10p by applying skills of addition and subtraction.

- At first level, most children ably use different mental maths strategies, and confidently add and subtract two-digit numbers. Children's understanding of measurement using standard units such as centimetres, metres and kilogrammes is very good. Most children tell the time using the 12-hour and 24-hour clock and are developing their knowledge of money. A few children can confidently give change from £10. They confidently explain what a fraction is using concrete materials and the role of the numerator and denominator.
- At the second level, children work well with a range of whole numbers up to and beyond 100 000. Most read, write and count numbers to 1 000 000 and can confidently estimate and round to the nearest 1 000, 10 000 and 100 000. Children confidently link their knowledge of multiplication and division work with decimals. Most children use their knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems. Children confidently use 24-hour times to calculate duration in hours and minutes. Most children confidently carry out money calculations including working on comparing costs and managing a budget. All children confidently demonstrate their understanding of the benefits and risks of using bank cards.

Shape, position and movement

- At early level, almost all children confidently name two-dimensional shapes. They can describe and sort three-dimensional objects. Almost all children can identify, describe and create symmetrical pictures with one line of symmetry. At first level, most children can discuss the properties of two-dimensional shapes and can confidently use mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects including side, face, vertex and angle. They know that a right angle is 90 degrees. They use 'right, acute and obtuse' to accurately describe angles. At the second level, almost all children confidently use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes. They know that complementary angles add up to 90 degrees and supplementary angles add up to 180 degrees.

Information handling

- Overall, children are confident with their skills in data analysis. At early level, children sort objects into sets of shape and colour and draw simple diagrams to sort everyday objects. They confidently contribute to concrete and pictorial displays where one object or drawing represents one data value. They can gather information using tally marks and represent this in pictograms, Venn diagrams and simple bar charts. At first level, children use tally marks to gather information and present them in bar graphs, tables and diagrams. They confidently interpret information in tables, charts and bar graphs by answering a series of questions. At the second level, children carry out investigations and gather, collate and organise their information in a variety of ways including pie charts, bar graphs and diagrams with improving confidence. Most children confidently use the language of probability accurately to describe the likelihood of simple events occurring.

Attainment over time

- Children in P1, P4 and P7 have undertaken the Scottish National Standardised Assessments (SNSA). The school uses this data, alongside other standardised assessment data, to identify areas for improvement in both literacy and numeracy. Senior leaders scrutinise standardised assessment data for all classes to determine progress over time.

- Attainment in P7 numeracy over the last three years has not been as positive as in other areas. The school has implemented appropriate training and support for staff to improve attainment in numeracy. A variety of interventions have been introduced to raise attainment. It is not yet possible to measure the impact of these. There are positive signs that almost all children are making good progress.
- Attainment in literacy and mathematics and numeracy over the last three years is not consistent. According to the school's data, most children are making good progress in reading with an improving picture in writing and listening and talking. The school has identified the next steps required to improve literacy for all children. Children across the school are making good progress in mathematics and numeracy according to the school's data.

Overall quality of learners' achievements

- Children's achievements, both in and out of school, are celebrated and shared. The school tracks and monitors wider achievement very well. This information is used to identify those children who are not participating with a view to encouraging engagement in wider activities. Relevant opportunities are signposted by the school to children and their parents/carers. Targeted support is provided to enable those unable to access clubs to benefit from these activities and their progress is closely monitored. School data demonstrates this approach has been successful in increasing levels of participation.
- 'Magic moments' are used in Primaries 1-3 to identify and record achievements. There are regular assemblies to celebrate successes and achievements. The school participates well in the 'Baby Strings' programme, providing access to stringed instruments for all pupils in Primaries 1-3. Pupils engage enthusiastically and staff and parents speak very positively about the range of benefits this experience brings for the children. Along with other participating schools, the children's achievements will be showcased and celebrated when they perform at Glasgow City Hall.
- A range of leadership opportunities exist for children including the school's house system, eco committee, fair trade committee and the recently trained digital leaders. There is scope to increase the number of children involved in such leadership roles.
- The school provides a range of after school clubs for all children including dance, choir, football and basketball. Children are consulted about the activities to be offered. The school participates in inter-school sporting tournaments as appropriate, for example, badminton and football. This allows children wider opportunities to develop a range of skills.
- All children benefit from planned trip and visits to enhance their learning experience. Examples include a trip to Edinburgh as part of the tourism topic and a trip to Bannockburn as part of the knights and castles topic. The local context is also used well with regular use made of the local park, library and leisure centre. Children speak very highly of these opportunities and the benefits to them.

Equity for all learners

- All teaching and non-teaching staff know the children very well and demonstrate a very clear understanding of the socio-economic background of all children and their families. They work hard to create an environment with positive and respectful relationships where children feel nurtured and ready to learn.
- Senior leaders have a firm grasp of the factors which might impact on children's attainment. They receive significant additional resourcing from PEF and use this effectively to reduce

barriers to learning. Some interventions form part of the school's holistic approach to increase self-esteem and confidence in the children such as 'Baby Strings' for Primaries 1-3.

- Additional staffing is used to support a variety of initiatives including play based pedagogy and the school's approach to nurture. PEF principal teachers are responsible for leading a number of initiatives in the school, for example, the development of literacy, numeracy and digital learning.
- Where there are targeted interventions, impact on children's attainment is tracked and monitored. Evidence provided by the school indicates improvements in attainment. Senior leaders evaluate the effectiveness of interventions and act accordingly. They should continue to support all teachers to identify a wider range of evidence when evaluating the effectiveness of these interventions on children's attainment.

Choice of QI: 2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

- The school is a learning environment at the heart of its community, which aims to promote care and respect in all aspects of school life. The curriculum aims to meet the needs of children, preparing them for learning, life and work and taking account of the Curriculum for Excellence contexts. There is scope to review the curriculum rationale to ensure its relevance and coherence for all stakeholders, involving children and their parents.
- The school has evaluated and updated learning pathways, with a particular focus on literacy and numeracy, in line with the local authority progression frameworks. To date, most of the work in literacy has concentrated on developing reading and writing skills. The whole school approach to phonics is having a positive impact on learners' spelling and decoding. As identified, senior leaders should now develop progression frameworks for talking and listening which take account of the National Benchmarks.
- A recent curriculum review has led to the introduction of a pupil-led topic theme with a view to exploring interdisciplinary learning (IDL). When planning, care should be taken to ensure that any duplication of themes has a sound rationale to build on prior learning and develop further learners' skills. It would be useful to build awareness of national guidance on IDL to ensure relevant and meaningful opportunities are embedded in the curriculum.
- Children speak confidently about a range of health and wellbeing topics in the curriculum such as substance misuse, sexual health and emotional wellbeing. The health and wellbeing programme supports the school's nurturing approach to Getting It Right For Every Child (GIRFEC).
- An enquiry-based approach to learning through play is leading to effective delivery of the Primaries 1-3 curriculum. When this approach is taken beyond the classroom into the surrounding environment, outdoor experiences allow the children opportunities to extend and transfer their learning. The school should continue with its plans to develop play-based outdoor learning across the school.
- Work on the Career Education Standard (CES) and Developing the Young Workforce (DYW) is at an early stage. However, there are examples of well-planned activities for children to explore the world of work, for example, combining a mock court with a visit from a solicitor. Staff, along with a range of partners, are helping children develop an understanding of skills for learning, life and work. This is aimed at widening the horizons and raising the aspirations of children to allow them a greater understanding of the different types of work available and the skills required for success. This culminates in an annual world of work week.
- A group of teachers is contributing to the development of the school's digital learning and teaching strategy. This is in preparation for the next phase of the local authority's digital implementation strategy. Preparation activity to date includes professional learning using tablets for time-lapse photography as well as training P6 pupils as digital leaders. This area should be further developed as the infrastructure becomes available.
- There is scope for senior leaders to develop a progressive skills framework incorporating existing opportunities across the curriculum. This would allow skills for learning, life and work to be tracked effectively.

- Science, technologies, engineering and mathematics (STEM) activities are well-planned and provide opportunities for active learning. 'Clyde in the classroom' has been developed to introduce topics such as biodiversity in a local context. STEM boxes are being provided for Primaries 1-7. Literacy across curricular areas is being promoted through initiatives such as 'STEM-a-story'.
- As part of its curriculum, the school has a programme for French from Primaries 1-7. French language is delivered during discrete lessons as well as embedded as appropriate into daily learning. In line with the 1+2 national policy, there are plans to introduce British Sign Language (BSL) as the second additional language across the school. A rising number of children have EAL and senior leaders recognise that working with children, families and partners will allow the school's curriculum to be enriched.

Practice worth sharing more widely

Playful pedagogy in P1

Over a period of three years, the headteacher, along with early years staff, has made significant changes to P1 pedagogy based on sound research. The aim of this approach is to engage and motivate children to learn independently in an active learning environment. This will ultimately raise attainment. Direct teaching with the whole class is very limited. Children are engaged in learning through working in groups and pairs and playing games to improve and develop their literacy and numeracy skills. Teaching takes place in small group situations and during engagement in the planned activities. The teacher uses high quality questioning skills to enhance the learning experience and extend the learning. PEF Child Development Officers are used to plan active learning experiences along with the teacher. They scaffold children's learning by effective questioning and purposeful discussion. Children's ideas and suggestions are taken on board to further develop a particular theme. The development of writing skills is enhanced by an approach which promotes story maps and story scripts so that children can effectively retell a story even when they cannot read.

The impact of this approach is evident in the children's engagement in learning and their levels of independence. The four capacities are clearly being developed by this active pedagogy and children are making sound progress in their learning over time.

Key processes and leadership:

- Leadership of change by headteacher and staff
- Commitment of teachers and practitioners
- Staff's engagement in professional learning and practitioner enquiry
- Effective communication with parents and other professionals.

Baby Strings

Over the past three years PEF has been used to ensure that all children from P1-P3 are taught to play either violin, viola or cello. By P3 every child can play competently one of these stringed instruments. The children are taught by Glasgow City instrumental tutors supported by their class teachers. This project allows the children to develop a wide range of knowledge and skills. They develop their knowledge and skills in reading music and playing a stringed instrument. Consequently they develop their fine motor skills and skills which will help their language and mathematical development. This includes listening, concentration, keeping the beat and rhythm, vocabulary and counting. It improves their social skills and enables them to be part of a team. It also develops an appreciation of music and performing. Children are already expressing an interest in learning to play other musical instruments. Parents and staff are very supportive of this development and its positive impact on the children.

Key processes and leadership:

- Leadership of the headteacher and staff
- Knowledge and skills of music tutors
- Communication with parents
- Support of council in organising events so that children can perform with other schools e.g. concert at City Halls.

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.