

26 March 2024

Dear Parent/Carer

In January 2023, HM Inspectors published a letter on St Bridget's Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Improve the leadership of promoted staff across the school and the nursery.

Despite notable changes in staffing, significant progress has been made to improve strategic leadership across the school and nursery.

Representatives from Glasgow City Council acted promptly following the original inspection to improve the leadership of promoted staff. With the exception of the headteacher, the entire leadership team has changed since the original inspection. Council representatives provided valuable support to the headteacher throughout this period of significant change. New leadership team members have clear, designated areas of responsibility. These responsibilities align closely with school improvement priorities and make best use of individuals' skills and areas of expertise. Despite only being in post for a short period of time, the impact of their leadership is already becoming evident.

The absence of a full leadership team has, at times, impacted on the pace of change. Despite this, the headteacher has provided clear leadership and direction since the original inspection. She has skilfully prioritised improvement actions, based on robust evidence. As a result, sustained progress had been made across the school and nursery.

Senior leaders consulted appropriately with staff, children and parents to review the school's vision and values. The recently adopted values of respect, responsibility, caring for ourselves, others and the community and creativity, are beginning to underpin the work of the school. The next step will be to embed these values across the life of the school.

Senior leaders have introduced more robust approaches to monitor the quality of learning, teaching and assessment. Senior leaders have an accurate understanding of the quality of learning and teaching, children's progress and the impact of interventions as a result. They use this information increasingly well to inform the leadership of change and improvement.

The level of teacher leadership across the school has increased. Each teacher now has an identified area of leadership, at either class or school level. Teachers are responding well to these new opportunities. There are early indications of the positive impact of their work in relation to their specific areas of responsibility. Senior leaders have recently introduced leadership opportunities for children such as the United Nations Convention on the Rights of the Child steering group. This approach to pupil leadership is beginning to support children to

take a more active role in the wider life of the school. Children are willing and able to increase further their role in leadership opportunities.

Improve the standards of learning, teaching and assessment across the school and nursery. Ensure all children are motivated by high-quality learning experiences across the curriculum.

Approaches to learning, teaching and assessment have improved.

Senior leaders, supported by local authority officers, have provided clear guidance and direction to ensure improved learning, teaching and assessment approaches. All staff continue to engage in appropriate professional learning activities within the school and in partnership with the local authority. This is supporting staff to establish a shared understanding of high-quality learning and teaching. Staff now benefit from opportunities to visit other schools to observe good practice. This helps them to reflect on their own practice to inform further improvement.

Staff have reviewed the quality of learning environments to support improved learning. The nursery playroom has improved significantly. The nursery environment now provides appropriate spaces that are more interesting and motivating for children. These better support children to develop their physical, cognitive, imaginative and creative skills. Across the school, the majority of classrooms and learning spaces are attractive and welcoming. Staff have made an initial start to incorporating play at early level and should progress plans to develop this further. Children enjoy outdoor learning but have limited opportunities to do so. Senior leaders should support staff to increase children's outdoor learning experiences in a planned and progressive way.

Teachers have improved the quality of their instructions and explanations, enabling children to understand the purpose of their learning more clearly. They have made a positive start to supporting children to understand how they will know if they have been successful. Further work is needed to ensure measures for success support children to identify and reflect appropriately on their own learning. Senior leaders understand the need to develop further the quality and consistency of questioning and the use of feedback. Children need more opportunities to be independent in their learning.

Staff are increasingly using digital tools and technology during lessons to support and enhance learning and teaching for all children. Across the school, children's confidence in using digital applications to support learning across the curriculum is increasing.

Senior leaders have made a positive start to developing staff's confidence in the use of assessment information to confirm children's progress in achieving Curriculum for Excellence levels. Staff have implemented new approaches to planning for progression across all curricular areas and agreed a shared standard for planning learning. This is better supporting children to build on their prior learning within and across levels in all curricular areas. Staff should ensure all tasks and activities are set at the appropriate level to meet the needs of all children. Senior leaders engage staff in regular planning and tracking meetings which are beginning to help inform teachers' professional judgement. Senior leaders and teachers recognise that, while there have been improvements in staff's confidence, professional judgements are not yet reliable or robust. Teachers should continue to engage in moderation

activities to develop further their understanding of expected standards across all curriculum areas.

Develop effective systems to monitor children’s progress and provide additional support across the school and nursery to better meet all children’s wellbeing and learning needs.

The strategies used to identify and support children with wellbeing needs and those who require additional support with their learning across the school and nursery have improved.

Senior leaders have strengthened the systems and processes in place to identify, monitor and track the progress of children requiring additional support. Staff are beginning to develop their skills and understanding of how to support children with a range of learning needs to ensure that the needs of all children are met effectively. Senior leaders should ensure that staff, including support staff, have the necessary knowledge, skills and confidence to meet all children’s needs appropriately.

Children’s engagement in wellbeing assessments and masterclass activities has increased their ability to talk about their own wellbeing. Teachers are now better informed about the specific needs of individuals within their class. This is beginning to enable teachers to meet the specific needs of every child more effectively.

Raise attainment in literacy and numeracy across the school. In doing so, teachers and practitioners across the school the school and nursery need to develop a better understanding of national standards.

Improved strategies are now in place to raise attainment in literacy and numeracy. There are early indications that these are beginning to have a positive impact on raising attainment.

Senior leaders have developed comprehensive tracking system to improve how they gather and use data to understand better children’s progress. Teachers’ professional judgement is becoming more accurate as a result of their engagement in professional learning and moderation activities. This enables teachers to identify and address gaps in children’s learning more effectively.

Staff have embraced the need for change and improvement to raise attainment. They have worked with senior leaders and the local authority to ensure children experience improved learning across literacy and numeracy. There are indications that this is having a positive impact on raising levels of attainment. Senior leaders have supplemented literacy and numeracy resources to support planning and to provide children with more varied learning experiences. Teacher’s have implemented professional learning to improve the quality of reading across the school. As a result, children talk with greater confidence about the strategies they use when reading. Children require more experience of using and applying their numeracy and mathematics skills in meaningful, real-life contexts. Children in receipt of targeted support are now making accelerated progress in their literacy and numeracy.

What happens next?

The school has made some progress since the original inspection. We will ask for a report on progress within one year of the inspection. This report will inform any decision made by Education Scotland regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with Glasgow City Council that we intend to take.

Pamela Adamson
HM Inspector