

Summarised inspection findings

Mount Florida Primary School

Glasgow City Council

22 August 2023

Key contextual information

Mount Florida Primary School is a non-denominational school, situated in the south side area of Glasgow, The school is part of the Kings Park Secondary School Learning Community. The school catchment area includes homes within almost all deciles of the Scottish Index of Multiple Deprivation (SIMD). Around 17% of children attending the school live in deciles one and two. In May 2023, the school roll was 220 children, organised across eight classes. The senior leadership team consists of the headteacher, who has been in post for five years, and a full time depute headteacher who joined the school in August 2022. There are two principal teachers (PTs), one full-time and one part-time. The full time PT post is part-funded by Pupil Equity Funding.

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

- Senior leaders and staff at Mount Florida Primary School create a calm, respectful and inclusive learning environment where everyone feels welcome, valued and included. There is an aspirational culture across the school, with everyone encouraged to do their best. The headteacher developed the shared vision, 'working together with families and partners to educate and prepare children for a more diverse, sustainable and equitable world', with all stakeholders. The vision is embedded securely in the life and work of the school, with staff, parents and partners talking very positively about their commitment to this. Alongside the school values of belonging, compassion, happiness, perseverance and respect, the vision underpins the curriculum and helps to shape priorities for school improvement. Children know the school values very well. They talk readily about what these look like in their interactions with others, in their learning and in their life outside school.
- The headteacher is a highly effective leader, driving change which leads to improvement. She maintains a relentless focus on ensuring the best outcomes for all children, placing wellbeing firmly at the heart of the work of the school. The headteacher provides a positive role model for children, staff and parents and is well respected across the school community. She develops a strong sense of community within the school, ably supported by the depute headteacher. Together, they promote high expectations for all and instil a belief that everyone can achieve. Senior leaders and staff have a very good understanding of the economic and cultural context of their school. Everyone is valued for the skills they have and the contribution they make to the life of the school. Staff build strong relationships with partners and the local community, developing a rich network to support their aspirations for children.
- Senior leaders are adept at creating conditions which support all staff to develop the confidence to undertake leadership roles. The headteacher and depute headteacher are a strong team, providing clear, consistent direction and promoting the value of collaboration. They build open, respectful relationships based on trust and transparency. Staff feel very well supported by senior leaders. They are encouraged to embrace relevant professional learning

and empowered to innovate and make considered, research-informed changes to practice. The headteacher, depute headteacher and principal teachers are all involved in authority-wide strategic groups for a range of areas. These include developing stretch aims for health and wellbeing, materials to support learning about Glasgow's historic links with enslavement and progressive planners for religious and moral education. Their participation in these groups informs the work of the school and their planning for improvement.

- The headteacher manages the pace of change very well. She protects time for collegiate working and professional dialogue. This enables staff to develop a sense of collective responsibility and ownership of improvements. Principal teachers lead change and improvement effectively in aspects of the curriculum, welcoming the confidence senior leaders place in them. Staff are reflective and outward looking. They willingly engage in professional learning, including professional enquiry, accredited courses and further professional qualifications. As a result, they contribute fully to improvements and the positive progress towards the school's shared vision. The skilful approach of the headteacher is promoting and supporting effective leadership at all levels.
- All teachers and children are involved in one of the many committees which offer leadership opportunities. These include, house captains, digital leaders, playground improvement groups, the pupil council and the diversity committee. Children talk enthusiastically about their leadership roles and how these help to shape the work of the school and influence change. They report that pupil council participation in the appointment of the depute headteacher and principal teacher indicates how much their opinions are valued. Senior leaders are well-placed to develop further pupil participation in self-evaluation and improvement and should continue to engage with 'How Good is OUR School? (2018)'. This will include increasing children's leadership of their own learning.
- Senior leaders consider change carefully. They involve all stakeholders to ensure inclusive approaches to improvement which maintain a focus on promoting equity for all learners. Senior leaders implement highly effective self-evaluation processes, involving the whole school community to identify the school's strengths and areas for improvement. They undertake a range of scheduled quality assurance activities which provide robust evidence on the effectiveness of the school improvement plan. The senior leadership team promote a strong sense of social justice across all of the school's work and this is central to planned improvements.
- Senior leaders ensure resources, including Pupil Equity Funding (PEF), are directed to have the greatest impact on outcomes for children. Principal teachers provide effective, targeted interventions in literacy which accelerate progress for identified children. Senior leaders should consider how they can strengthen their evaluation of the impact of PEF by demonstrating more clearly this positive impact on children's progress. It would be helpful to monitor more closely the progress of children whose attainment may be adversely affected by socio-economic factors. This will ensure they are receiving the appropriate support and challenge they need to succeed.

2.3 Learning, teaching and assessment

very 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

- Mount Florida Primary School offers a friendly, inclusive and supportive learning environment for children. Relationships between adults, children and their peers are kind, caring, respectful and compassionate. This reflects very well the rights-based approach staff take to learning and teaching, and the school values which are referred to regularly by all. Children in all classes make links between their rights and values across the curriculum. For example, in P3 children link their learning in all curricular areas with the school values and the Global Goals. Across all classes, almost all children are engaged and motivated in their learning. They interact very well during lessons and activities. Children speak very positively and with a clear sense of enjoyment about their learning. They are enthusiastic to learn and are happy and proud of their school.
- In line with the school community's commitment to social justice, children engage in motivating and relevant learning experiences as they investigate a range of current issues. They explore these with a local, national and global perspective which helps them to develop confidence in their thinking and opinions. This is demonstrated very well in written work and the mature discussions they have on issues such as sustainability and equality. All children contribute effectively to the life of the school through a wide range of committees, sharing their views and ideas regularly. Senior leaders and staff should explore how children can build further on the skills developed in committees and masterclasses to lead their learning regularly within class.
- In all classes, teachers create a purposeful and engaging learning environment where children understand the relevance of their learning. Almost all children can relate their learning to real life or the world of work. Teachers share the purpose of learning clearly with children and help them to understand what success will look like. In all classes, children engage regularly in self and peer assessment and talk about effective features of others' work. Across the school, there are examples of children co-creating the steps to successful learning very effectively across the curriculum. Staff should continue to develop this practice in all classes, supporting children to take greater responsibility for their learning. Almost all staff use skilful questioning to elicit children's understanding. They are developing their use of effective questioning to support children's higher-order thinking skills. Almost all teachers check children's progress and understanding regularly throughout lessons, take time to showcase effective learning and use plenaries effectively.
- Practitioners from the nursery support staff in the primary classes to develop further an understanding of play pedagogy. All classes from P1-3 access the nursery, including the outdoor space, for timetabled play sessions where they explore, create and experiment freely. Practitioners model how to extend children's learning and when to step back and observe. They co-deliver block play sessions which encourage children's collaborative learning and spark their imagination. Teachers are developing these approaches within their classroom practice. They should continue to engage with nursery colleagues and local and national

practice guidance, including Realising the Ambition: Being Me. This will help them develop further effective approaches which support continuity in all areas of learning for children's transition from nursery into P1.

- Senior leaders promote outdoor learning to develop skills and offer inclusive approaches to learning which support creativity and help children to develop confidence. P7 children benefit from outdoor activity sessions at Pinkston Basin, developing a range of skills including teamwork, leadership and problem solving. Children describe how these experiences help them to work together, become more resilient and give them a sense of achievement.
- The quality of teaching across the school is very good. In almost all classes, the pace of learning is brisk with teachers encouraging children to be active participants in their lessons. Almost all children experience appropriate challenge in their learning and tasks are matched well to their needs. Children who require support in their learning, benefit from engaging and appropriately challenging learning experiences within the same contexts as their peers. A few children across the school are capable of even more challenge and opportunities for depth in their learning. To support this, staff should continue to develop children's creativity and independent learning skills across all areas of the curriculum. Children make very effective use of digital devices throughout the school to enhance learning and teaching. They have opportunities to lead digital learning across the school. For example, children in P5 lead lessons on using programmable spheres with P2/1. Staff should continue to build on these areas of strength, as planned.
- Staff plan learning effectively across the curriculum. They use the Mount Florida curricular map to ensure progression across a level. This is supporting children very well to build on prior learning. Teachers have regular opportunities to plan together, supporting consistency and progression in children's learning. All staff work together very well as a team, identifying areas of learning which require reinforcement and addressing any gaps in learning. Approaches to moderation within the school and across the learning community are robust. Teachers are confident in their judgements on children's progress, attainment and achievement. They make very good use of National Benchmarks to discuss and evaluate children's progress accurately in literacy, numeracy and health and wellbeing.
- Staff across the school make confident use of a range of assessment to determine children's progress in their learning. They identify appropriate next steps and help children set longer term targets. Teachers provide helpful written feedback, particularly in writing. Most teachers are skilful in their use of feedback to support children to make improvements in their learning. Staff should continue to develop this practice across all classes, linking it to their recent professional learning on meta-skills, as planned. Parents welcome the opportunity to engage with their child's progress through the 'Focus Child' approach, which shares children's learning for a week each term via a digital platform. This supports parents well to discuss their child's learning and identify ways in which they can support them at home.
- Staff work together to track progress in literacy, numeracy and health and wellbeing. Senior leaders and teachers meet termly for discussions about children's progress. Together, they identify appropriate resources and strategies to address any gaps in children's learning or to overcome barriers. Staff implement planned approaches and interventions very effectively, particularly in literacy. Senior leaders use the local authority toolkit well to track children's progress and attainment. They have rich sources of evidence which demonstrate accelerated progress for children who are receiving targeted support and interventions for literacy. Senior leaders and teachers should build on this area of strength to track the impact of interventions on children's learning and progress in numeracy and mathematics.

2.2 Curriculum: Learning pathways

- All teachers plan learning using progression frameworks in all curriculum areas. They have regular opportunities to work together across stages when planning learning experiences within topics and themes. This supports children well to build on their prior learning. There is a strong focus on literacy and numeracy across the school. Senior leaders and staff should continue to develop the use of the frameworks to ensure children receive their full entitlement to a broad and progressive curriculum.
- Staff place a strong emphasis on promoting a literacy rich environment and encourage reading for pleasure through a range of activities and events. Reading ambassadors from P6 plan a range of exciting events and activities to motivate, engage and support children to have fun with books. All classes use the school library regularly, with children encouraged to select texts to read for enjoyment. They are developing an understanding of the authors and genres they prefer as a result.
- Staff take account of their local community and consider the views of children and families to identify key drivers for the curriculum. This ensures that children's learning experiences are relevant and reflect the unique identity of their school community. Children enjoy learning about their local area, Scotland and the wider world as they develop their understanding of themselves as global citizens.
- Digital technology is a key feature of learning in the school, especially across P5-7 where children have individual devices. Children explore programmable toys to develop their understanding of coding. As planned, staff should roll out this approach further across the school and embed digital skills across all areas of the curriculum.
- All children are timetabled to experience two hours of quality physical education (PE) each week. Senior leaders should monitor this closely to ensure that all children receive their full entitlement each week.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff develop positive relationships with parents and carers and are committed fully to supporting all children and families. Senior leaders are visible and approachable in the playground at the start and end of each day. They make themselves available to parents, offering whatever support they can to help families with worries or concerns beyond school life. Parents welcome this informal opportunity to speak with senior leaders, describing the school as a 'safe space' for them and their children. As a result of this close partnership, most families engage readily with staff and partners to support children's learning and achievement.
- Almost all parents report that their child enjoys school and that staff know children very well as individuals. They feel that their child is well supported to make progress and recognise that staff often go 'above and beyond' to help children settle, develop confidence and learn. Most parents indicate that they receive helpful information on their children's learning and progress and value communication from class teachers through the use of a whole-school digital platform. They welcome advice on how they can support their child's learning at home and appreciate opportunities to learn together with their child. Parents are invited to attend their child's class assembly where children spotlight some of their learning. This supports parents well to discuss learning with their child. A few parents would welcome additional information on how their child's learning and progress is assessed.
- The headteacher works effectively with Mount Florida Primary Family Partnership (MFPFP) to identify and support school improvement priorities. MFPFP is very aware of the cost of the school day and the current cost of living crisis. They take this into account when planning events and have reduced the number of fundraising activities they undertake to reflect this. MFPFP is keen to provide a useful platform for parents to work effectively in partnership with the school. Senior leaders and MFPFP have built links within the local community and beyond. These networks provide support to the school to enhance children's experiences and ensure they gain a clear understanding of their local context.

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.

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

- Senior leaders work very effectively with staff, children, parents, carers and partners to develop a strong identity for Mount Florida Primary School. Everyone connected with the school shares a genuine sense of community and purpose. They share a clear understanding of a school which sits at the heart of the local community. All staff and stakeholders place wellbeing, rights and strong values at the heart of the work of the school. As a result, children experience warm and caring relationships with staff and peers. The headteacher and depute headteacher lead an inclusive, nurturing and compassionate learning environment where children feel happy, safe and motivated to learn. Almost all children agree that staff treat them fairly and with respect, and that the school helps them to understand and respect the needs and views of others. Almost all children feel that they have someone they can talk to if they are upset or worried.
- Senior leaders have a clear strategy for improving the health and wellbeing of children and staff, based on Getting It Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC). They have developed highly effective partnerships with other services and organisations across the school community to support children's health and wellbeing. All staff take an imaginative approach, using 'Rocky the Rights Respecting Raccoon' to engage children in reflecting on their rights and the rights of others. Children connect well with Rocky, who helps them to understand the articles of the UNCRC.
- Across the school, staff use a range of approaches effectively to help children reflect on their wellbeing. This includes a whole-school programme to promote children's social skills and emotional awareness. Teachers also use the Glasgow Motivation and Wellbeing Profiling Tool (GMWP) effectively to gather helpful information about children's wellbeing. This information is supplemented well by daily check-ins, learning conversations and surveys. Teachers analyse this range of wellbeing data skilfully and adapt learning activities to meet the needs of all children in their class. This can be through areas of the curriculum, 'masterclass' activities or wider achievement opportunities. Staff should continue to develop individual, class and school targets in wellbeing. Throughout all learning, teachers help children develop a shared language which supports them to talk confidently about their health and wellbeing. Children talk knowledgeably about the connections between activity, diet, emotional wellbeing and achieving success in learning. Senior leaders and teachers should continue to ensure that the wellbeing indicators are used regularly as part of this shared language. This will support all children to reflect on a full range of factors that affect their wellbeing.
- School policies and practices are well grounded in legislation. As a result, staff understand and discharge their statutory duties well. Senior leaders provide appropriate professional learning to keep staff up to date with information relevant to children with additional support needs or those with medical requirements. This helps staff to understand their responsibilities in relation to safeguarding. Almost all children agree that they feel safe and that the school helps them to

feel safe. Parents and partners comment on the positive way they feel all children are nurtured and valued in the school.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- All staff know children and families very well and use this knowledge effectively to engage them in the life of the school. Senior leaders are proactive in their work with partners to reduce barriers to learning for all children. Together, they make significant improvements to outcomes for children and families. Senior leaders use staged intervention approaches very effectively to assess and support children. This includes bespoke, flexible approaches which allow staff to be highly responsive to children's changing needs. For example, children participate in baking, shopping and excursions within the community. A 'creative minds' club also helps children develop a range of skills in designing, building and creating.
- Senior leaders and staff complete a range of appropriate plans for children who require additional support. They review and discuss children's progress regularly with parents and partners as appropriate, for example, using the recently introduced 'one page profile evaluation'. Staff use child-friendly individual education plans (IEPs) to support discussion with children in evaluating their progress and agreeing next steps. All children make appropriate or accelerated progress as a result of interventions and supports in place. Enhanced transitions are very well-planned and effective.
- Staff and children value and celebrate diversity very effectively in their school community. There are regular opportunities to learn about different cultures and religions. Staff and children promote equality and diversity and can talk about how to challenge discrimination. Children explore protected characteristics, learning about what makes us all unique and uniquely valuable. They are inspired by a wide and diverse range of people in the public eye and across history. The inspirational figures they reference are truly representative of their community. This supports the school's inclusive and aspirational approach, helping everyone to celebrate differences and promote respect for all. The school library offers a wide range of texts which promote diversity and help children to see characters like themselves mirrored in the books they read. Senior leaders should continue to invite representatives from a variety of faiths and cultural backgrounds to be part of the life of the school.
- Senior leaders and staff recognise the importance of ensuring all children have access to the full range of activities and experiences on offer through the school. They are proactive in seeking to remove any barriers to participation and achievement. Parents and partners praise the determined approach taken by senior school leaders to ensure that appropriate supports are put in place as early as possible. Senior leaders are highly aware of the changing circumstances of families and offer sensitive, discreet support as required to ensure all children benefit from the range of opportunities available.

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

Attainment in literacy and numeracy

- Overall, the majority of children in P1, and most children in P4 and P7 achieved expected Curriculum for Excellence levels in literacy and in numeracy in session 2021/22.
- Across the school, most children are making good progress from prior levels of attainment in their learning in literacy and numeracy. A few children make very good progress. Senior leaders provided attainment data based on teacher's professional judgement which is valid and reliable.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English, with a few children making very good progress from their prior levels. A few children are capable of greater progress.

Listening and talking

- Across the school, most children are making good progress in listening and talking. Staff identify that the COVID-19 pandemic has had an impact on children's listening and talking skills at early level. A minority of children require support to listen to one another and take turns when talking. At first level, children listen respectfully and respond to questions appropriately. They can identify the features of good listening. At second level, most children are articulate and confident when sharing opinions and ideas. They would benefit from further opportunities to debate and build on others' ideas.

Reading

- At early level, all children are exploring sounds and letters and are beginning to recognise simple familiar words. A few children are not aware of the different features of fictional and non-fictional texts. At first level, children read aloud fluently and show an understanding of different genre. At second level, children describe clearly features of texts they enjoy. They make predictions, justifying ideas from contextual clues. At first and second level, children would benefit from further practice in answering inferential and evaluative questions and applying higher order thinking skills to texts.

Writing

- At early level, children write simple sentences with support. They would benefit from writing independently more frequently. At first level, children write across the curriculum for a range of purposes using different styles, such as persuasive or discursive. At second level, children write extended pieces of text using appropriate structure and features. At both first and second level, children could experience greater challenge in their writing by reducing the scaffolds and supports in place and allowing them more freedom to construct their writing independently.

Attainment in numeracy and mathematics

- The majority of children at early level and most children at first and second level are making good progress. Across the school, a few children are capable of even greater progress.

Number, money and measure

- At early level, the majority of children can identify the number before and after a given number. They are developing confidence in using 1p, 2p and 5p coins. A few children are not yet confident in identifying and recognising numbers up to 20. Most children at first level use a range of strategies well to carry out mental calculations in addition and subtraction. They are less confident in mental calculations which include division. By the end of second level, most children can use timetables and calendars to calculate durations of time. They require more practice at exploring the links between speed, distance and time.

Shape, position and movement

- At early level, most children enjoy creating pictures and patterns with one line of symmetry. A few children need support to describe the features of two-dimensional shapes and three-dimensional objects using appropriate vocabulary. At first level, most children know the four compass points and are aware that there is a quarter turn between each of these. They are building confidence in using two figure grid references to plot points on a grid. At second level, most children can describe and classify angles using mathematical language including acute and obtuse. They are not yet confident when using simple scales to interpret maps or plans.

Information handling

- At early level, most children can match and sort items according to colour, shape and size. They can interpret basic charts and tables and use the information to answer simple questions. Most children at first level can use tally marks to record information. They can extract information from simple bar graphs and tables. By the end of second level, most children can describe a variety of ways that information might be presented including graphs, charts and tables. Across the school, children would benefit from opportunities to apply their learning in data handling to real-life contexts. They should make greater use of digital technologies to collect, organise and display information.

Attainment over time

- Senior leaders have gathered and analysed children's attainment data in literacy and numeracy for five years. They monitor closely the progress of year groups and individuals to identify gaps or dips in attainment. They should continue to monitor the pace of progress for all children and identified groups. The impact of the pandemic can be seen on children's attainment in the variable nature of the data over recent years, especially in literacy. New approaches and targeted interventions are having a positive impact on children's attainment across the school, with a few learners making significant progress. Senior leaders should develop their tracking further to include all areas of the curriculum.

Overall quality of learner's achievements

- Children's successes are celebrated at assemblies and in displays around the school. Staff track children's participation in school and in out-of-school activities. They are proactive in ensuring children who do not yet participate in activities are given opportunities to do so.
- Children develop skills through a wide range of activities. Children at all stages develop teamwork, leadership and communication skills through play and child-led clubs. These provide enjoyment and choice for children. Staff can now build on this promising start by helping children to identify more explicitly the skills they are developing. Senior leaders and staff should continue with plans to focus on skills and develop a strategic approach to planning

skills' development progressively across the school. This will help children to understand better, and be able to discuss the progress they are making and the skills they are developing.

Equity for all learners

- All staff have a very good understanding of children and their families. This enables them to provide a range of effective interventions which ensure most children make good progress, and a few make very good progress, and achieve well. Children who experience barriers to their learning are supported very well by teachers and support staff with consideration and compassion. Staff help children who require additional support to participate in and enjoy all aspects of school life. Children with support plans have clear targets that are helping them to progress well from prior levels of attainment.
- The headteacher makes effective use of PEF to enhance staffing to meet the needs of targeted individuals and groups of children. Staff engage very well in the planning and evaluation of strategies and activities to support learners. The 'challenge leader of learning' and a range of partners provide effective professional learning for teachers and support staff. This helps them to implement effective strategies and interventions to meet the needs of learners.

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.