

21 August 2018

Dear Parent/Carer

**St Vincent's Primary School
Glasgow City Council**

In August 2017, HM Inspectors published a letter on your child's school. 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 and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out about the progress the school has made and how well this is supporting children's/young people's learning and achievements. This letter sets out what we found.

Leadership of change needs to be managed more effectively to ensure the work being taken forward results in improved outcomes for all children. Clear strategic direction is required to ensure that approaches to improving the school are planned and taken forward in a coherent manner.

Following the inspection in May 2017, senior leaders worked with staff to quickly draw up an action plan to address areas identified as requiring improvement. Staff across the school have worked very well together to lead and manage changes to the curriculum and approaches to learning and teaching. They have taken forward work to improve children's learning in areas such as literacy, numeracy and health and wellbeing. Senior leaders now have a clearer overview of the progress of children across the school. This work is providing important evidence of where things are working well and where further improvement is needed. Further analysis and follow-up work by the school is now needed to ensure that planned activities are leading to the expected improved outcomes for children.

Staff should review approaches to assessment and agree on the evidence which will best measure progress. This will ensure that planned learning can support all children to make good progress.

Staff have taken positive steps to improve how they assess learners' progress. They have developed a framework that makes it clear what should be assessed and how this should be recorded. All teachers now have an assessment folder in which appropriate information on pupil progress is regularly noted. There are clear expectations for what should be included in the folder. Teachers work in small groups to discuss evidence of children's progress in their learning. They take learning from these discussions to whole staff meetings. This is helping staff across the school to have a shared understanding of expected standards. With the recent

improvements to the curriculum, there is now scope to develop further how assessment informs the planning of learning and teaching.

The curriculum needs improved. Programmes of study and clear learning pathways will support staff to plan experiences for all children.

The basis for the curriculum design now better reflects the context of the school. Consultation with staff, parents and children consistently supported the need to recognise and celebrate the diversity of the school population. They were also keen to build further on the very positive relationships across the school community. There is a shared ambition for all children to be prepared well for learning life and work on leaving St Vincent's Primary School. There is now a more structured curriculum framework with clear progression pathways in place for curriculum areas. Staff are making good use of the very helpful curriculum advice from Glasgow City Council. Work has been taken forward to ensure that learning through 'topics' is more relevant and meaningful to the children. Play-based learning approaches at the early stages are helping children develop their language skills. As staff continue to improve programmes of study, approaches to areas such as diversity and financial education should be embedded into the curriculum.

The school should develop more robust, streamlined approaches to the management of procedures to support children's wellbeing.

The school has made significant improvements to the procedures to identify and help children requiring additional support. The strategic management of these procedures is now more robust. Parents of children with wellbeing and assessment plans (WAPs) are now involved in setting targets within these plans. The school is planning to further improve the system for reviewing the progress of children with WAPs. Important improvements have been made to a range of systems to support children's safety and wellbeing. Most children who spoke to us are able to talk confidently about aspects of their own wellbeing. Through learning circles, children are able to share their views on aspects of school life which are important to them. There is scope to develop further the role children play in school improvement. Approaches to nurturing through targeted support are benefitting a few children. This work is underpinned by a strong sense of community and caring attitudes across the school.

Senior managers need to provide clear leadership to ensure rigorous and robust tracking and monitoring of the work of the school in order to raise attainment for all. Staff should work together to ensure there is consistently high-quality learning and teaching across the school so all children are able to make the best progress.

There are now improved systems to make sure that children are making progress in their learning. The senior leadership team now have a better overview of the attainment of all children. They meet regularly with teachers to review the progress of children in each class. We have asked them to have these meetings more frequently. Staff have worked very well together to improve the quality of learning and teaching. Working parties, professional learning and visits to other schools have informed teachers to take forward improvements to the consistency of high-quality

learning and teaching across the school. They have also taken important steps to improve the reliability of attainment information. Attainment is showing early signs of improving, particularly in reading. The headteacher needs to continue to develop an overview of attainment across the school. Messages coming from the analysis of this information will help to ensure that strategies for raising attainment are appropriately targeted.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Glasgow City Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Carol McDonald
HM Inspector

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