Summarised inspection findings

Haghill Park Primary School

Glasgow City Council

6 February 2024

Key contextual information

Haghill Park Primary School and Nursery Class are located in the Whitehill learning community in the East end of Glasgow City. The school was opened in 2004 and has a large playground, outdoor spaces and is adjacent to Alexandra Park. The school is one of three primary schools associated with Whitehill Secondary School, with almost all P7 pupils transferring there.

The school roll is currently 174 arranged across eight classes. The headteacher has been in post since 2020 and is assisted by a depute headteacher and three acting principal teachers.

In February 2023, 57% of P1 to P7 pupils were registered for free school meals. Of those P1 to P7 pupils registered for free school meals and present on the day of the survey, 52% took a free school meal.

In September 2022 all pupils lived in deciles 1 and 2 of the Scottish Index of Multiple Deprivation with 23% of pupils reported as having additional support needs. In December 2023, 48% of children have English as an additional language. In 2020/21 the school's attendance figures were just below the national average.

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	

■ Across the school, senior leaders and staff have positive, caring relationships with children which reflect the school values. Most staff know children well as individuals and are aware of their wellbeing needs. They are highly motivated to expand their professional knowledge and have a strong team approach to improve learning opportunities for children and families. In most lessons, teachers' explanations and expectations for children's behaviour and interactions with each other are clear.

■ Most children engage well during lessons. They are highly motivated and sustain engagement for longer when learning is linked to real and meaningful contexts. For example, creating a persuasive writing piece for a Christmas gift. Children across all stages experience a blend of whole class lessons and opportunities to work in groups or pairs with other children. They enjoy learning and feel comfortable approaching staff with questions and suggestions. Staff value children's ideas and encourage contributions in a supportive, shared learning environment. They effectively use an audit tool to review and reflect on their classroom learning spaces to ensure the environment is accessible for all learners. In most classes, teachers use formative assessment strategies to provide children with feedback and check for understanding and engagement. The majority of staff share written and verbal feedback well to help children improve their work, identify and understand their next steps in learning. Staff are developing a shared understanding of what constitutes high-quality effective feedback and assessment through a collaborative enquiry process. Teachers aim to agree and implement a consistent approach across the school and strengthen further children's understanding of themselves as learners.

- All teachers share effectively what children will learn and how children will know they have been successful in their learning. Children would know themselves better as learners with further opportunities to personalise and cocreate how they know if they have been successful. Teachers continue to develop and share effective teaching approaches linked to the education authority learning and teaching strategy. Teachers' approaches to differentiation should be developed further. This should ensure all children who require additional support in their learning, and those who are exceeding expected progress, experience appropriate pace and challenge.

- Senior leaders and staff are developing well play pedagogy at early and first levels. They participate in professional learning and refer to national practice guidance to support this work. Senior leaders and staff work effectively with partners across the learning community and local authority to share ideas and observe effective practice. Teachers develop the environment with children to support skills including curiosity, creativity, problem solving and teamwork. They are developing well observation of children's learning and intervene to support and develop further children's thinking and understanding. Senior leaders and staff should work together to ensure a consistency of high-quality practice and transfer of prior learning across the early level. This should include working more closely with practitioners in the nursery class.

- Most staff make effective use of digital technology to enhance learning and teaching. They refer to a digital learning and teaching strategy to develop their digital skills further. All teachers use interactive whiteboards to share learning and enrich children's learning experiences. Older children access resources, explanations of work and home tasks using individual tablets. For example, explanatory video clips and games to support their knowledge and understanding across a variety of curricular areas. A focus on accessibility skills supports children to create, communicate and collaborate in their learning. Most children can log on independently, access digital programmes and create presentations. Most children access matrix bar codes to support learning activities. Children can clearly identify how digital technologies make a difference to their learning. Most staff use assistive technologies to support learners requiring support with their learning. In addition, families are given information to support their children's learning and development.

- The majority of teachers use assessments effectively to plan next steps in learning for children in literacy, numeracy and health and wellbeing. They use a range of assessment data as part of a well-established assessment framework. This includes Scottish National Standardised Assessments, other standardised assessments, ongoing assessments, periodic assessments and holistic assessments. Teachers should continue to develop their use and application of assessment data to contribute to accurate professional judgements that inform planning and tracking.

- Senior leaders and teachers from primary schools in the learning community are developing approaches to moderation. This supports teachers' effectively to improve further the accuracy of professional judgements about children's attainment. In addition, teachers visit colleagues in other schools to undertake peer observations using a local authority approach and share effective practice.

- Teachers use local authority progression pathways to support planning for children's learning in literacy, numeracy and health and wellbeing. They link planning to assessment, national Benchmarks and record coverage of Curriculum for Excellence (CfE) experiences and outcomes across all curriculum areas. Children enjoy being involved in the decision making about planning contexts and themes that are relevant and linked to their interests. A few children are included in learning conversations four times per year as part of self-evaluation processes to review learning and teaching approaches in their classrooms. These approaches ensure children understand they have a say in their learning and decisions that affect them.

Senior leaders and teachers should continue to develop and review new digital approaches to planning. For example, developing further the use of curriculum design principles and inclusion of meta-skills.

- Senior leaders meet teachers for termly tracking meetings to discuss children's progress, achievement and attainment in literacy, numeracy and health and wellbeing. Senior leaders and staff effectively identify individuals and groups of learners who have gaps in their learning and require further support. Senior leaders should keep processes under review to ensure data is accurate and documentation does not become overly bureaucratic. This should result in more rigour and clarity for staff on the key points of progress being made by individual children and progress being achieved.

2.1 Safeguarding and child protection

■ 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.

3.2 Raising attainment and achievement	satisfactory

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 at early, first and second levels are attaining expected national standards in literacy and English. Most children attain expected national standards in numeracy and mathematics at early and second levels. A majority of children attain expected national standards in numeracy and mathematics at first level. Children across the school are capable of greater progress.

- ■ Most children who have English as an additional language, and the majority of children who face barriers to learning, are making good progress from prior levels of learning.

Attainment in literacy and English

- ■ Overall, the majority of children are making satisfactory progress in literacy and English with a minority making good progress from prior levels of attainment.

Listening and talking

- ■ The majority of children listen well to each other. They participate enthusiastically in songs, rhymes and stories. The majority of children who have recently achieved early and first level are confident to engage in discussions with adults. They now need to develop further their awareness of when to talk and when to listen. Most children who are on track to achieve second level share their views and opinions confidently. They would benefit from further opportunities to present their ideas in different contexts and for different purposes.

Reading

- ■ The majority of children working towards early level enjoy listening to stories and identify successfully the main characters. They recognise initial sounds and simple blends and are increasingly confident when reading common words. They should develop further their ability to identify and share texts they like and dislike. Most children working at first level, read with fluency and understanding, displaying an awareness of punctuation and the use of increasingly complex vocabulary. Children discuss the difference between a fact and an opinion and apply this to a variety of real-life examples. They should develop how they identify and consider the purpose and main ideas of a text. Most children working towards second level, are confident in their use of inference, summarising and prediction skills. They should continue to develop and apply more complex reading comprehension strategies.

Writing

- ■ Most children working towards early level know that writing conveys meaning and use it in a variety of play experiences. They should continue to write sentences independently with punctuation and the use of simple conjunctions. Children working at first level, have opportunities to write for a purpose including instructions. They should continue to use a variety

of conjunctions, verbs and time openers to extend and uplevel writing. Most children who are expected to achieve second level are aware of a variety of genres. They carefully consider their choice of vocabulary and style of writing when creating persuasive texts. They now need more opportunities to write at length.

Numeracy and mathematics

■ Overall, a majority of children are making satisfactory progress from prior levels of attainment in numeracy and mathematics, with a minority making good progress.

Number, money and measure

■ At early level, most children can count to 20 and name the days of the week in sequence. They talk about features of the seasons confidently. They now need to develop their knowledge of analogue and digital o'clock times. At first level, most children round numbers to the nearest 10 and 100. They have a firm grasp of place value and know the importance of zero as a place holder. Children would benefit from further practice completing subtraction calculations. At second level, most children can make connections between their understanding of decimals and how it can relate to money. They need to develop their skills when multiplying and dividing whole numbers and when adding and subtracting negative numbers. At first and second levels, the majority of children can apply their number, money and measure skills to real-life contexts.

Shape, position and movement

■ At early level, most children identify and name common two-dimensional shapes. They need to develop their knowledge and understanding of three-dimensional (3D) objects and their properties. At first level, most children can identify a right angle and they describe the properties of a 3D object. At second level, the majority of children have a good understanding of angles and can describe them confidently. They should now work to improve their understanding of the properties of a circle.

Information handling

■ At early level, most children sort and match objects by colour and size. All children need to develop their skills in gathering data and displaying in simple graphs and charts. At first level, the majority of children gather, organise and display information accurately. At second level, the majority of children extract key information from a bar graph or table. They require further practice to apply their skills within relevant and purposeful contexts. This should include the use of digital technologies to collate and present data.

Attainment over time

■ The profile of children's attainment is variable over time. There are inconsistencies in data gathered and shared within school and with the local authority. Senior leaders need to review their systems to ensure rigour in analysing data for individuals, groups and cohorts. They now need to use data accurately to identify trends in children's progress and attainment over time. This should support teachers to monitor children's progress in more detail at an individual level, including those who experience barriers to learning. As planned, senior leaders should now focus on raising attainment in literacy and numeracy.

Overall quality of learners' achievements

■ All staff value children's achievements both in and outside of school. These achievements are celebrated at assemblies, displayed around the school and on school social media channels. All children are motivated and proud of being part of the house system. This is helping to build children's confidence, self-esteem and promotes teamwork across the school. The majority of children develop leadership skills and contribute to the life of the school through leadership roles. This includes house captains and vice captains, digital leaders, a health and wellbeing group and eco group. The children involved in the school football team and dancing club are

very proud of their achievements and a few children can discuss the skills that they are developing by being part of these clubs.

- Senior leaders and teachers track children's participation in achievements in a number of different areas. They should track children's achievements more comprehensively to ensure that no child is at risk of missing out. They should also link these experiences to the skills for learning, life and work.

Equity for all learners

- All staff have a clear understanding of the social, cultural and economic context of the school and know children and families well. They have effective approaches in place to reduce the cost of the school day. Senior leaders and staff work with a wide variety of partners to support children and families facing financial hardship. As a result of these partnerships, children and families have benefitted from clothing, food banks, opportunities for personal achievement and financial support and guidance. Most identified children and families are supported to improve their children's attendance and participation in their learning.

- The headteacher uses Pupil Equity Funding (PEF) to provide additional staffing. This supports strategies to raise attainment in literacy and numeracy across the school and play pedagogy across early and first levels. PEF is also used to fund partner agencies who provide nurturing interventions and holiday camps which support children and families across the school. Senior leaders now need to track the impact support and interventions have on children's progress and attainment. Currently they are not able to demonstrate if children are making accelerated progress to close learning gaps for children affected by poverty. Parents/carers and children need to be involved in discussions about how PEF is spent, and their views and opinions taken into consideration.

Other relevant evidence

■ Children receive two hours of quality physical education each week.

■ The school library is accessed by all classes. Children benefit from taking books home from the school library to extend their reading opportunities and provide challenge and enjoyment. They choose non-fiction books to support and extend their class work on a variety of themes.

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.