

Summarised inspection findings

Parkview Primary School

Glasgow City Council

12 November 2019

Key contextual information

Parkview Primary School serves the local community in the area of Summerston in Glasgow and nearby surrounding area. In addition, the school receives a few placing requests annually. The current school roll is 237. The headteacher has been in post since 2013. She is supported well by the recent appointment in January 2019 of a depute head teacher and by two principal teachers.

2.3 Learning, teaching and assessment

satisfactory

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

- Staff and stakeholders have developed a caring environment for learning across the school. This is underpinned by the school values of 'Kindness, Respect, Inclusiveness, Fairness and Honesty'. These values are modelled well for children by the staff. Children recognise them and are able to discuss how they relate to their everyday lives. As a result, relationships between staff and pupils are positive which is supporting children to learn. Most children are motivated to learn, and engage well in the tasks they are given. However, tasks and learning activities are not always appropriately challenging for children, in order to enable them to progress at a suitable pace.
- Children have a few opportunities to contribute positively to the wider life of the school through leadership roles, for example, in eco schools and Junior Road Safety work. Pupil leadership opportunities should be developed further and extended across the school. In the pre-inspection questionnaire, a significant minority of children, either did not know or disagreed that the school takes their views into account. Staff should explore ways in which they can develop pupil participation across the school to greater effect.
- The school 'Hive' provides a calm and nurturing environment for children who require quiet time or emotional support. Children engage well with the nurture teacher and support assistant to regulate their emotions through planned group work and individual support. This is having a positive impact on their learning. As part of the senior leader's strategic approaches to nurture, it will be beneficial to share this practice with all staff to ensure consistency in approach between the 'Hive' and the rest of the school.
- The collaborative approaches used by staff to deliver learning and teaching at the early stages is already building confidence. This promising start has potential to form a good basis to develop further effective feedback for children during play. With staff, senior leaders need to carefully monitor and track effectiveness of play pedagogy to ensure that all children's needs are being met and that they make suitable progress in their learning.

- Teachers use a variety of tasks and activities in their lessons and have created positive and enjoyable environments for learning, which are appropriately resourced. However, the quality of children's learning experiences across the school is too variable. Lessons can be too teacher directed, and the pace of learning prevents children from achieving their full potential. It would be helpful for staff to focus on the further development of differentiated tasks and activities to meet children's learning needs more effectively. In order for children to learn and achieve more, staff should share their understanding of what constitutes fast paced, appropriately challenging learning and teaching. Building on the high quality teaching within the school, all staff should share agreed best practice collaboratively. This should focus particularly on pace of learning, expectations and challenge for learners. In addition, staff will gain from looking outwards to observe the best pedagogy being demonstrated in other local primary schools. Digital technology is being used by teachers to enhance learning, but this needs further developed.
- Teachers use a range of approaches to assess the progress of children and help identify their next steps in learning. In recent years, collaborative professional learning has been successful in extending teachers' shared understanding of assessment to support learning. It would now be helpful to review this work, together with local authority advice on high quality learning, teaching and assessment. Staff now need to develop a clear, shared understanding of expectations around the effective use of assessment across the school in order to help improve learning and teaching.
- Children are beginning to benefit from opportunities to engage in peer and self-assessment to help them more clearly understand their progress and next steps in learning. Teachers are beginning to explore ways to engage children more effectively in one-to-one conversations about their learning. Staff should continue to develop more regular and systematic dialogue with children about their learning, to agree next steps and set out clear targets. This will help to ensure appropriate pace and challenge for all children and support children to be more fully engaged in planning their learning more meaningfully.
- Initial engagement in moderation activities is supporting teachers to develop their understanding of national standards and achievement of a level. They now need to build on this work to develop more valid and robust professional judgement in relation to expected standards. Planned work on developing further understanding of the moderation cycle should support this. Staff have been using a variety of approaches to planning across the school. Teachers are increasingly using assessment information and taking appropriate account of the National Benchmarks when they plan learning. They should continue to review planning procedures to establish a more manageable and consistent approach across the school which results in improved outcomes for children. Along with the increasing use of progression frameworks, teachers now need to plan over appropriate timescales to ensure all children make optimum progress in their learning.
- A new tracking system is being implemented with the aim of providing more robust information about how well children are progressing in their learning. This needs to be fully populated and updated in order to be fully effective. Class teachers should ensure the new system is used in a consistent way, across the school, to monitor the progress of groups and individuals, including those who face additional challenges. Teachers should also use the information gathered to support more appropriate interventions and provide evidence to help evaluate the effectiveness of these interventions. With the implementation of the new tracking system, all

school leaders now need to ensure that they have a strategic overview of assessment across all stages and take action to improve children's progress.

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. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

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

- Data presented by the school for session 2018-2019 indicates that, overall, a majority of children are achieving appropriate Curriculum for Excellence levels in literacy and numeracy. Children's attainment is variable, particularly in reading and writing. The headteacher is confident that the school's attainment figures in literacy and numeracy are now more accurate in the last two years as a result of the improving understanding of moderation standards. Further moderation work is needed to support data accuracy across all levels.
- Senior leaders and staff recognise that much more efficient and robust tracking systems are needed to demonstrate ongoing attainment standards. This is especially notable in writing at most levels across the school.
- Evidence presented from all assessment data shows that a majority of children with additional challenges, are making satisfactory progress.

Literacy and English language

- Overall, staff report that a majority of children are achieving National expectations in English language and literacy.

Listening and talking

- Across the school, a majority of children are making satisfactory progress in listening and talking. They can talk about simple stories and share aspects of their life in their local community. During questioning, a majority listen well to and follow instructions. They are enthusiastic learners who recall the information they are learning during their play, for example, when talking about their construction activities. Across first level, a majority of children are making satisfactory progress. In group work, children are keen to contribute ideas and opinions individually and with each other. A majority of children listen carefully to teachers' instructions, recounting their own views. At second level, at P7 a few children speak publically, for example in local community events, applying their talking and listening skills in practical ways. Most children listen actively and explain their thinking and views confidently and with a range of vocabulary, related to their writing on the Second World War. Children now need to develop a better understanding of the listening and talking skills they are developing to enable more children to attain appropriate levels.

Reading

- Across the school, a majority of children are making satisfactory progress in reading. At the early level, a majority of children sound out letters to help them read. At first level, a majority of children are reading novels independently and aloud to each other. Children need to increase their range of vocabulary enable them to better make more meaningful responses as they

read. At second level, the majority of children select and read more complex reading texts, scanning to identify particular information. A few use expression well to create, for example, tension or present a character. A majority answer inferential questions well related to a text and discuss how the writer uses language to convey meaning in the novels which they are reading. At all levels, children are developing their skills in Scots language. Children use Scottish verse well to broaden their understanding of their local environment including the work of Robert Burns and J.K. Annand. Across the school, all children need to continue to develop their skills further to help them become more confident and expressive readers.

Writing

- Overall, a majority of children are making satisfactory progress in their writing. At the early stages, the majority of children recognise letters, capital letters and a majority use these to create very simple sentences. Children write using a variety of materials. By the end of first level, a majority of children write well for a variety of purposes, including writing rhyming poetry, note taking and persuasive writing. Children need to write with more accuracy, improve punctuation and improve how they present their work. At second level, most children write regularly using a variety of genres. They demonstrate 'up-levelling' their writing very well, using detailed descriptions to describe a scene. Across the school, more children now need to improve their attainment in writing.

Numeracy and mathematics

- Overall, children's attainment in mathematics and numeracy is satisfactory. The majority of children, including those requiring additional support, are making satisfactory progress.

Number, money & measure

- Overall, a majority of children are making satisfactory progress in number, money and measure. By the end of early level, the majority of children are secure in their knowledge of numbers to 100 and can add and subtract, halving and doubling numbers within ten. They recognise coins and their value. By the end of first level, the majority of children are use multiplication and division accurately to create fact families. They can estimate and round numbers up and down to the nearest 10 and 100. A few calculate multiplication using two digit numbers accurately, but they do not have a clear understanding of the strategy they are applying to reach their answer. The majority of children are gaining confidence in carrying out calculations with money. At second level, the majority of children demonstrate a sound understanding of place value and use different strategies to multiply and divide larger numbers. They describe accurately the difference between profit and loss. They have limited understanding of decimal fractions, and do not yet have a good understanding of equivalent forms of common fractions.

Shape, position and movement

- Overall, a majority of children are making satisfactory progress in shape, position and movement. Children at the end of early level can identify and discuss the properties of 2D shapes. By first level, the majority of children can discuss the properties of 2D shapes and 3D objects. They can identify the four compass points on a diagram, but are not yet confident in identifying right angles. A majority of children at second level are confident in calculating the perimeter and area of regular and basic irregular shapes. All children require to develop more understanding of different types of angle.

Information handling

- Overall, a majority of children are making satisfactory progress in information handling. Children working at early and first levels are developing their knowledge and skills in collecting data and presenting this for others, but should develop further, their skills in interpreting the information. Across the school, but particularly at second level, children need to improve their understanding of information handling through making increased use of technology.

Problem solving

- Overall, problem solving is weak. Across the school staff should consider additional fun and challenging strategies to enable all children to improve their skills in this area of their numeracy.

Attainment over time

- Over the last two years, the school's attainment data demonstrate a varied picture in children's progress over time and was not always reliable. The school now needs to ensure that children's attainment improves. Senior leaders need to develop systems to support them in identifying trends in attainment. This includes being able to review the performance of particular cohorts and groups to ensure that children make suitable progress. This needs to cover children's attainment across all curriculum areas.

Overall quality of learners' achievement

- The majority of children are confident in their social interactions with peers, staff and visitors. They show qualities relating to positive citizenship, sharing resources willingly and showing concern for others' welfare. Children rise well to the challenge of duties associated with, for example, buddying younger pupils, peer reading sessions and working in groups such as Eco-schools, Family Grouping, Fare Share and World of Work. Opportunities for pupil participation and pupil leadership should continue to be developed as part of the school's work to raise attainment and achievement. Children's achievements in and out of school are recognised by staff and displayed well across the school. Children enjoy celebrating their success at school assemblies where they are awarded celebratory 'Over and Above' certificates. As planned, the school should develop an approach to monitoring and tracking children's achievements. This will allow staff to identify where opportunities can be planned to address any achievement gaps for identified learners.

Equity for all learners

- Most children in the school who have barriers to their learning are making progress and becoming more resilient. Those children who need extra support with their reading are making progress through the school's interventions, including 'Scotland Reads' and one to one correspondence. Children are making progress in expressing feeling and views, including through the use of learning kit bags provided by the family support worker. Staff identify helpful short and long term targets to enable children to be 'ready to learn'. The family support worker provides useful learning kit bags that encourage children to express their feelings and views.
- Staff use the school's Pupil Equity Funding (PEF) to support children to be ready to learn. There has been small improvements in their attainment. They now need to ensure greater impact for children through use of PEF.
- The headteacher understands that strong attendance supports improvement for those who face additional challenges. In 2018-2019 attendance was 92.2%, which is below the Glasgow average and below the national average. The headteacher needs to continue to monitor attendance closely and take appropriate action when necessary. The school has had no exclusions in the last three years. Arrangements, including financial support, are in place to ensure that all children have equity of access to the full range of school activities including residential experiences should they elect to participate.

Other relevant evidence

- The headteacher and staff understand the need to promote an ever improving, inclusive learning environment in the school and have worked very hard over the last few years to provide this. All stakeholders are rightly proud of how well staff know children and their families.
- The senior leadership team roles and responsibilities should be reviewed now to enable a more strategic and focussed approach to school improvement. Further leadership opportunities should be developed for all staff and children. This will help to improve the pace of change across the school.

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.