Summarised inspection findings

Annette Street Primary School

Glasgow City Council

21 May 2019

Key contextual information

Annette Street Primary School is a non-denominational school situated in the Govanhill area of the south side of Glasgow. It is a multi-cultural school and all children have English as an additional language (EAL). The school population is quite transient. A significant number of children who enrol in the school have had little or no previous experience of formal education. Many of the children leave the school to go on extended leave throughout the year.

Over the last year, there have been a number of significant staff changes within the school's leadership team. This includes the appointment of a new headteacher two months ago.

The school has recently undergone a full refurbishment.

1.3 Leadership of change	satisfactory
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	

■ The school values currently focus on 'respect for each other and our environment, equality, friendship, kindness and honesty'. These values are displayed in the majority of classes as a visual support for learners. They underpin the nurturing and respectful relationships that are evident across the school. The newly appointed headteacher, in partnership with the school community, plans to refresh the school's vision, values, aims, and curriculum rationale. It will be important to ensure they reflect the unique aspirations and expectations of this particular community.

■ Staff have an understanding of the social, economic, and cultural context of the local community. They are aware of the particular challenges present in the local community and strive to make a positive difference for children and families. The headteacher is well supported by a highly committed depute headteacher who contributes greatly to the life of the school. She has consistently built up successful partnerships with parents, based on trust, respect, and care. She frequently involves herself beyond the school day in her interactions with the community. The depute headteacher has visited Romania to support her work with children and families. The principal teachers show great commitment to improving outcomes for children and families. Over the last few years, the senior leadership team and staff have maintained a sharp focus on raising children's attainment in literacy and numeracy. They recognise that they now need to have a stronger focus on developing the curriculum to enable children to make progress across all curricular areas.

■ The new headteacher is committed to, and enthusiastic about, the forward direction of the school and its individual context. He is beginning to share his vision for the school with staff and has already accurately identified specific priorities for improvement. These include developing approaches to capturing and analysing data, developing the curriculum, and approaches to learning, teaching and assessment. The headteacher recognises the need for

strong strategic leadership in order to support whole school improvement. In doing this, he plans to review and refine the remits of the leadership team.

■ Staff are reflective of their practice and regularly look at ways to make improvements across the school. They work well together as a team and provide strong support to each other. The headteacher and staff recognise the need to make more effective use of robust self-evaluation to inform school improvement. The new headteacher has already started to explore ways of doing this with the whole school community. Staff new to the school and to working in this unique context believe colleagues encourage and support them extremely well.

■ Staff are keen to engage in professional learning. A few staff have had opportunities to develop their own professional learning in, for example, developing new approaches to teaching numeracy, delivering philosophy for children, and attaining an accredited nurture qualification. It will be important for staff to continue to look outwards to ensure that they access professional learning relevant to their own particular school context. Staff are keen to take on leadership roles, with a high number already undertaking key responsibilities to improve aspects of the school's work. For example, a few staff are currently engaged in leading and developing Sciences, Technologies, Engineering and Mathematics (STEM) and numeracy approaches throughout the school. This should be developed further to enable more staff to influence the development of the curriculum.

■ Children have opportunities to develop leadership skills in school. One notable example is the role of the 'Language Ambassador', where children use their language skills for translation in order to support other children and adults. This is particularly effective and greatly appreciated when they explain school routines and provide general information to new children and their families. The 'Language Ambassadors' also help to support new children to settle in school. Children develop their leadership skills through their involvement in the Rights Respecting School Committee, Pupil Council, and Eco-Committee. In addition, children have the opportunity to become classroom monitors and help out with other duties across the school. Staff should continue to develop children's leadership skills and to provide relevant contexts for applying their communication skills. We have discussed with staff ways in which children could be encouraged to have more active participation in supporting school improvement.

■ The school is using its Pupil Equity Funding (PEF) to support children effectively. This is having a positive impact on children's engagement with school. Children are supported by PEF through a range of initiatives. This includes the 'Walking Bus', 'Breakfast Club' and 'Saturday School'. These effective initiatives take very good account of the needs of the school context. They impact positively on the pupils, encouraging and supporting their attendance and readiness for learning. Staff have also established a 'reading recovery' programme and a range of targeted interventions to help raise attainment in literacy. Staff plan to evaluate the impact of PEF interventions more closely. In addition, the headteacher has identified the need to consult more widely with staff, parents, and partners. This will assist with deciding priorities for the next allocation and distribution of resources.

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 place a high priority on cultivating a caring, encouraging environment in all classes and demonstrate a great commitment to securing the best possible outcomes for children. The promotion of inclusive relationships results in almost all children being happy in their learning and enjoying school. In all classes, a calming start to the learning day has been introduced. Music is used to create a gentle, settled and positive climate for children. Staff have a clear focus on creating a positive and appropriate setting for lessons. Across the school, children benefit from the interventions and support provided by teachers, home-link workers and learning support staff.

■ In a few classes, children engage well in active learning experiences. The school should consider reviewing the organisation of classes and groups to ensure they offer maximum learning opportunities. In addition, staff should explore ways to develop further the outdoor environment.

■ Older children believe their teachers are approachable and support them well in their learning. They can talk confidently and proudly about their school and the achievements and accolades they have received. These include their Eco Schools Awards and their work leading to the achievement of the bronze level of the Rights Respecting Schools award. The work on promoting children's rights has had a positive impact on the culture across the school. The children's awareness of their rights and the importance of being a responsible member of their community is a key aspect of children's learning. While there are a few opportunities for children to lead their learning, this needs to be a stronger feature of learning across the school.

■ Across the school, almost all children are very well behaved and engage confidently with each other, staff, and visitors to the school. Relationships are strong and there is a positive ethos across the whole school. Overall, children are engaged in learning in classes. Where activities provide interest and challenge, children engage very well and enjoy learning. This good practice should be shared more widely across the school.

■ Overall, the quality of learning and teaching is variable across the school. In almost all lessons, teachers describe the purpose of lessons and help children to be clear in how to achieve success in tasks. In a few examples, this is not yet fully effective. As this develops, it would also be beneficial to involve children in identifying what success looks like. The pace of learning is not always suitably brisk. We have asked staff to review how the first part of the morning is utilised to maximise learning for all.

■ Children have varied and frequent opportunities for learning out with the school and local community. Children enjoy visits to the Science Centre, the Hidden Garden and to local shops. Older children are widening their experiences as part of residential trips. This is also having a positive impact on children's attitude and engagement in learning.

■ Teachers make use of a few formative assessment strategies. This is not yet embedded in practice across the school. It would be beneficial for staff to revisit the school's approaches to assessing children's progress and to ensure that this is an integral part of effective learning and teaching. Teachers also need to develop approaches to assessment that evidence breadth, challenge and application in learning. They are developing confidence in making judgements about Curriculum for Excellence levels. Approaches to collegiate and cluster working have allowed staff the opportunity to moderate aspects of children's progress. This practice should be continued to build teachers' confidence in making use of the National Benchmarks.

■ Teachers plan learning for literacy, numeracy, health and wellbeing. They also plan for interdisciplinary learning contexts and experiences. Staff evaluate learning termly, identifying next steps as appropriate. As the school takes forward necessary improvements in the curriculum, it will be important to ensure approaches to planning are kept under close review. The headteacher is at the early stages of introducing a new tracking and monitoring system to enable staff to track attainment over time across curricular areas. As planned, the new approaches require to be more focused on the progress of individual children. This will help support the drive towards closing the gap in attainment.

2.2 Curriculum: Learning pathways

■ The vision of the school has a clear focus on addressing the needs of children and takes good account of the unique context. The new headteacher has identified the need to review and refresh the curriculum rationale in consultation with all the appropriate stakeholders.

■ As recognised by staff there is a need to provide children with high quality play contexts for learning. While there are a few positive examples of this, for example, the 'fruit shop', there is great scope to develop play further. We discussed with staff the value of offering play contexts across stages to promote children's language and social skills. This is of particular relevance for children who enrol in the school without having experienced early learning and childcare or early/first level education.

■ Children experience a range of interesting contexts for learning within their interdisciplinary learning. In developing the curriculum further staff should provide a wider range of culturally relevant contexts for learning. Further work is needed to ensure more effective learning pathways, which support better progression in all curriculum areas.

■ Staff are increasingly making use of technology. Tablet devices are used to enhance and encourage digital learning. In a few classes, filming, editing and storyboarding are enjoyable and motivational activities for children. A digital learning strategy is in place and will be developed further this term with staff and children. Staff are enthusiastic about the school's planned digital refresh, which will allow them to promote greater use of devices to support digital learning.

■ To foster skills for learning, life and work, children have the opportunity to hear from various partner visitors about the world of work. They are also engaged in visiting local businesses, retail shops and cafes, looking at how they operate. Staff should work with children to identify the different skills required for roles within these contexts. The school provides a number of planned visits to local areas of interest which broaden children's learning experiences.

2.7 Partnerships: Impact on learners – parental engagement

■ Staff have fostered very trusting and positive relationships with parents. In particular, staff have developed strong relationships with families, taking account of their individual cultural and ethnic backgrounds. As a result, parents have an increased confidence in bringing their children to Annette Street Primary School and engaging with staff. They report that the school is held in very high regard both in the community and internationally for their approaches to inclusion and for providing children with a positive educational experience.

■ Staff are continually exploring new ways of involving parents in the life of the school. Staff invite parents to a range of school events. Recently, a few parents have been attending family clubs to support children's numeracy skills. When engagement with clubs declines staff look for different ways to encourage better attendance. They make effective use of partners, for example, the Family Learning Officer, to help with this. Successful engagement with parents has taken place at school social events such as a bingo night, which have been very popular. Staff should build on the positive relationships with parents in order to increase family learning, including supporting homework activities.

■ Staff have been engaging a few parents to support their children's reading skills. Parents have made a commitment to support their children to read aloud each evening and complete a few tasks. As a result of this daily support at home and in school, a few children have made good progress in reading.

■ In the past, the school has worked with parents to develop a family cookbook. The school is exploring different ways to engage parents more in their children's learning. We have asked the school to consider introducing short homework tasks for children to allow parents to be better informed about what and how their children are learning in school.

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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion	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

■ The school has created a warm and welcoming ethos where children feel safe, happy and nurtured and are keen to come to school. Staff know children and their families very well and respond promptly to any concerns about the wellbeing of both. The school is developing children's knowledge and understanding of their wellbeing through its Promoting Alternative Thinking Strategies (PATHS) programme and aspects of the curriculum. A few children are able to talk knowledgably about what actions they can take to ensure their wellbeing. Staff should continue to develop further children's knowledge and understanding of the language of wellbeing to support them to reflect on their own, and others, wellbeing. Staff need to ensure a planned and progressive approach to developing health and wellbeing to ensure all aspects are being taught.

■ The majority of children can discuss the features of a healthy diet and the importance of exercise and a few know how to keep themselves emotionally healthy. Children understand what it means to show respect and consideration for others through, for example, ensuring everyone has a friend to play with at break time. Inclusion is a very strong feature of the school's work. Children, including those requiring additional support and those who are vulnerable, are included appropriately in all aspects of the school's work. Staff put considerable efforts into understanding and respecting the cultures of children within the school. As a result, staff and parents feel comfortable and valued in Annette Street Primary.

■ Relationships between all children and adults are very positive, polite and respectful. They are founded on a climate of mutual respect and the value of every individual. The school has successfully built a sense of community. This results in children taking pride in their school and having a strong sense of belonging. Children say they have an adult in the school with whom they can talk about any concerns or issues they may be experiencing. Staff support children to speak openly about their feelings and to resolve any disagreements when they occur. This is supporting them well to develop their citizenship skills and is helping the school playground to become a calmer, more enjoyable place to play and to spend time with their friends.

- Targets for children requiring additional support are appropriate to each child's needs and identify appropriate areas for development. Children could be more involved in identifying their targets. Wellbeing and assessment plans effectively document the monitoring of children's progress. Staff deploy a range of appropriate interventions to support children. Pupil support assistants work well with children and provide valuable help to ensure children can access their learning. The school is supported well by Glasgow EAL service. Overall, staff should continue to develop approaches to planning, target setting, tracking and assessing the progress of children with EAL to monitor the effectiveness of the support provided.

- Children requiring additional support are helped to prepare for their move onto secondary school through enhanced transition arrangements. These visits to familiarise them with the new school and meet staff are helping to prepare them for a new learning environment.

- We asked the new headteacher to review how they are meeting requirements for providing two hours quality Physical Education (PE) and Religious and Moral Education (RME) including religious observance.

- Staff are reducing barriers to learning through strong links with a wide range of partners. Key partners support and deliver directly a wide range of learning activities for children and their families both within and out with the school. These opportunities are helping to boost children's resilience, social skills and emotional literacy. Other partnership opportunities focus on supporting parents and families within the community to learn digital literacy and healthy cooking skills. A significant number of children are learning to play musical instruments, such as drums, and a few have achieved sufficient progress with support from 'Big Noise' project to enable them to perform with a Glasgow Schools' Orchestra.

- Children at the senior stages are learning to celebrate and respect diversity through the 'Safe to be Me' project in partnership with Scottish Ballet. Through workshops developing their skills in dance and storytelling, children explore and develop their understanding of issues of identity, gender, respect and equality. Commendably, the school celebrates children's different cultures through interdisciplinary topics including, 'Travelling and Journeys' and 'One Scotland, many cultures'. Staff should consider ways to further recognise diversity through developing the school's RME programme in order to support children to develop their understanding of other faiths and cultures.

- The school is developing its approaches to providing detailed information regarding children experiencing a range of barriers to learning, including socio-economic disadvantage. This will support senior managers to identify children making progress and those for whom additional support may be required.

- The school is meeting the duties under the Act to promote the school meals service and ensure access to free drinking water throughout the day. The school needs to work with catering services to ensure appropriate processes are in place to protect the identity of all those entitled to a free school meal.

- The nutritional analysis of the lunchtime menu cycle shows that some further work is required to fully meet the nutritional standards. The school needs to take account of the relevant standards to ensure provision at the school tuck shop is compliant.

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

- As outlined above, the school context is unique, with all children having EAL; a high number of children are also new to formal education when they enrol across all stages in Annette Street Primary School; and a significant number of children in the school also experience long periods of absence when families travel for work or visit relatives abroad. This can have a significant impact on children's attainment in literacy and numeracy. In spite of different factors which may influence children's attainment in literacy and numeracy, the inspection team found that the majority of children are making good progress from their prior levels of attainment. Year-on-year children make better progress the longer they attend the school. This school context is very complex and as a result, the picture of attainment is not easily comparable with other Scottish schools.

- Senior leaders were able to share positive examples of a few children who are moving across levels at a brisker pace. Where appropriate, staff are encouraging children to achieve in line with national expectations. There is scope for a few children to be achieving better. Tracking systems for EAL demonstrate that most children are making good progress through the different stages of language acquisition. Across classes, inspectors observed children demonstrating good use and understanding of spoken English. As almost all children are only exposed to spoken English in school, this clearly demonstrates the value the school is adding to this important area of their learning.

- The school shared Curriculum for Excellence data informed by teacher judgement. A tracking tool captures children's attainment in literacy and numeracy. Staff meet termly with senior leaders and where appropriate, EAL staff to discuss children's progress. In moving forward, staff need to make use of a wider range of assessment information to support their professional judgement and to increase their engagement in moderation activities.

Attainment in literacy

- Overall, across the school, the majority of children are making satisfactory progress in literacy, spoken English and the development of the acquisition of language skills. A group of learners at each level are making good progress in literacy. Over half of the children in the early stages are new to English, one third have early acquisition skills, and fewer than 10% are developing competences in language. Planned interventions in writing, reading, talking and listening are improving learners' progress in language and literacy. For example, attainment data gathered by the school indicates that a few children at the early stages are making good progress towards achieving early level for talking, listening, reading and writing. Just under half of the children working within the middle stages are on track to achieve first level for talking and listening. One fifth of children are making progress towards achieving first level in reading and writing. A few children are on track to achieve second level talking, listening, reading and writing by the end of P7.

■ The school has identified groups of children who are involved in a number of targeted literacy interventions. Children's attainment in literacy is being well supported through additional funding from the Glasgow Improvement Challenge (GIC) and PEF.

Talking and listening
■ In the early into first level classes, most children listen well to explanations and information. They are developing their ability to take turns and to listen to others. Children are encouraged to develop their listening skills through positive reinforcement of nursery rhymes and familiar stories. Most children could give simple responses to questions and share their views and opinions about topics. A few children could hear and articulate sounds in words. Most children working at first level can explain the difference between fiction and non-fiction and describe the key features of poetry and stories. Children working at second level can identify what makes a good listener and can describe what features of writing make a scary story. There is a need to support children to develop and practise cooperative learning skills required to achieve success when working in groups. Throughout the school, staff are encouraging children to develop a wider vocabulary to enhance their language skills.

Reading
■ Overall, children's attainment in reading is satisfactory. Most children across the school report that they enjoy reading and being read to. They are able to discuss the main idea of a story and predict what happens next. Children working at early level are introduced to sounds and are beginning to blend sounds appropriately using a range of active approaches. Children working at first level are able to list a range of well-known authors. Positively, the school has supported them all to be members of the local library. The majority of children working at first level can read familiar pieces of texts aloud but should now work on developing expression and fluency. Most children working at second level can explain why they prefer the style of a particular author and can make relevant comments about characterisation and setting. A few children, working towards the end of the second level, read with confidence, fluency and expression. Across the school children need to develop further their strategies for decoding unfamiliar words and increase opportunities for reading aloud on a regular basis.

Writing
■ Overall, writing is given a high profile with children's work displayed and celebrated across the school. Staff have high expectations for the presentation of writing. Children develop skills in writing through a wide variety of inspiring, factual and imaginative contexts including, space and volcanoes. Children learn about a wide range of genres including poetry, letter writing, and personal, functional and imaginative story writing inspired by frequent trips out with the school and visits to the local area and parks.

■ At the early level, children are beginning to benefit from the new phonics and writing programmes. Across the school, most children spell common words accurately. Children working at first level can identify capital letters, full stops and use finger spaces and some children are linking sentences using conjunctions. Children working at second level are beginning to write at length but they should be encouraged to use planning, drafting and editing techniques to improve their writing. Children across the school benefit from receiving verbal feedback on how to improve their writing based upon success criteria. Across the school, there are regular opportunities for children to produce extended pieces of writing inspired by work done through topic and other curricular areas. A focus on handwriting ensures almost all children present work to a legible standard.

Numeracy

Number, money and measure

- A few children working at the early level can identify and recognise numbers to 20. They use one-to-one correspondence for a given number of objects. They can identify missing numbers and a few confidently count backwards. They are becoming increasingly confident in using dot patterns and arrays for subitising. They can add and subtract within ten. Most children can identify a half and a quarter. Children working at first level can add and subtract using tens and units. They are able to use different strategies to solve problems. Their mental maths agility is strong. They would benefit from regular practice in times tables to increase fluency. Their place value is strong and they can identify the value of digits in a three-digit whole number. Children can explain what a fraction is. They recognise the correct notation for common fractions. Children working at second level can round numbers to the nearest hundred and thousand. They can explain the link between a digit, its place, and its value for whole numbers to 10,000. They are developing their understanding of common, decimal fractions, and percentages. They would benefit from more practice in converting fractions into decimals and percentages.

- At early into first level children are able to recognise different coins, including 1p, 2p, 5p and 10p. Active learning opportunities are used well to support the children's understanding of number. A class 'fruit shop' offers a very relevant way for children to learn about the purpose of money. In this context, children identify the correct coins to 'buy' fruit. Commendably, children visited their local shop to purchase the items for their class shop. Most children working at second level demonstrate a good understanding of money. They can carry out a variety of money calculations. They would benefit from more opportunities for budgeting and profit and loss. A few children working towards achieving second level by the end of P7 have a good knowledge of measure. They can calculate the perimeter and area of 2D shapes. Children can convert cm to metres and kilometres. They use appropriate mathematical language when discussing weight. Older children at the senior stages offer reasonable estimates for length, height and weight. They can identify appropriate use of different instruments to measure the length of the table and a room.

- A few children working towards achieving the early level by the end of P1 can identify 'o'clock'. Children working at first level, have a good understanding of quarter to and quarter past. A few children working towards achieving second level by the end of P7, can read and record time in both 12 hour and 24 hour notation and convert between both. They can convert hours and minutes into minutes.

Shape, position and movement

- Children working at early level can recognise simple 2D shapes. Children working at first level can identify a variety of 2D shapes and 3D objects. A few children working towards achieving second level by the end of P7, were less confident in recognising and identifying shapes. They can use appropriate vocabulary when describing 3D objects. They report that they have not revisited their learning in shape for some time. Most children working at second level can draw a circle using a compass and can calculate radius and diameter. Children working at first level can identify right angles in regular shapes/objects. Older children are less confident in identifying and describing angles. They would benefit from developing further their knowledge of angles, including appropriate language and measurement of different angles.

Data handling

- Across the school, children require more opportunities to learn about interpreting and displaying data in different ways. When prompted, children working at first level could recall prior learning about graphs. A few children working towards achieving second level by the end of P7, could recall displaying data using diagrams, bar graphs and tables.

Attainment over time

■ The newly appointed headteacher has gathered and recorded the last three years' Curriculum for Excellence data. Due to the high number of children enrolling and leaving the school, this data cannot be used to provide a clear picture of attainment over time. The headteacher recognises the limitations of current approaches and has already developed a new system, which will provide a clearer and more comprehensive picture of each child's individual progress. This will enable all staff to have greater clarity about children's progress over time.

■ The senior leadership team and teachers meet termly to review children's progress and to plan appropriate interventions. For literacy, children work in groups according to their competence in language acquisition. Flexible groupings are in place for numeracy and mathematics, which allow children to develop appropriate to their needs. The school is not yet tracking children's progress across other areas of the curriculum.

Achievements

■ Staff across the school provide children with a wealth of opportunities to support their development of the four capacities and to broaden their experiences. They take very positive steps to ensure all children have access to clubs within the school. They use creative ways to increase children's engagement in clubs, such as offering these before school starts. Staff track children's participation in clubs and activities.

■ The school makes very good use of partners and local places of interest to increase opportunities for children to engage in a range of cultural, sporting and creative experiences. Children report that they enjoy experiences such as these. Residential trips are also organised each year. Staff support parents sensitively when planning older children's residential trip. Staff take very positive steps to widen children's experiences out with the school. They organise different trips in the local area and further afield in the city to enhance children's learning experiences. This also provides children new to the school and area with very worthwhile and enjoyable ways to learn about their local community and the city of Glasgow. A few children are members of Glasgow Schools' Orchestra and a few have performed with the BBC Scottish Symphony Orchestra.

■ Progress, achievements, cultural days and diversity are celebrated in classes and during assemblies. The school celebrates children's achievements through the presentation of stickers and certificates for a variety of awards. This includes, 'star of the week' from their teacher, 'the playground star' award,' the 'Golden Table' award chosen by the dinner ladies and the 'class of the month' award which earns the nominated children a class trip to the local cafe.

■ Children are becoming aware of their progress as confident individuals, successful learners, effective contributors and responsible citizens. They are proud to demonstrate their achievements through involvement in initiatives such as 'Big Noise', 'The Annette Street Drummers', Roma photography exhibition, wall displays and social media. The school should consolidate the work achieved regarding community learning, STEM, the Glasgow Environmental Task Force, outdoor learning and seek additional accreditation where appropriate for example, John Muir Award.

■ Children have an achievement folder which documents their learning across different areas of the curriculum. We have asked that these are developed further to support children to have a clearer understanding of their strengths and next steps. Staff should consider introducing a simple record of attainment and achievement which could support transition across stages and where appropriate, to new schools. This could also be a useful tool to support learning conversations between children, staff and family members.

- Commendably, children gained a First Minister's Reading Challenge Award. Their increased engagement in reading for pleasure was recognised at a national event where they received their award from the First Minister. Children are justifiably delighted to have had their success marked in this way.

Equity
- The school is clearly committed to ensuring equity for all. To help achieve this, staff promote equity in a number of creative and beneficial ways. For example, the Romanian and Slovakian home-link workers skilfully help parents to engage with the school. They offer different types of support, including helping parents to enrol new children, and providing information about school events and processes. Staff also provide helpful assistance to a number of parents with administrative tasks. They also signpost parents to different community services such as the local nursery school. This is proving to be a very successful way of encouraging children's younger siblings to benefit from early learning and childcare. The home-link workers are also well placed to be able to share parents' individual concerns and worries with the school. The school makes very effective use of interpreters to support children and parents in a variety of ways. For example, an interpreter recently supported a few children new to English to access different aspects of numeracy. Helpfully, a few staff are able to converse with children in their first language. The pupil 'language ambassadors' also support inclusion well. Children and parents appreciate the efforts staff go to make them feel valued and welcome.

- Staff ensure there is strong partnership working with health, social work, community groups, and third sector organisations to support children and families to overcome the different challenges they may face. Staff helpfully provide each child with a full school uniform when they enrol in the school. A local partner provides children with a winter coat. Children's attendance at school is below the national and local average. The school has put in place a number of strategies and approaches to improve children's attendance. The Breakfast Club and the daily 'Walking Bus' are successful school initiatives. The 'Walking Bus' is used well to enable children to benefit from a healthy breakfast each day, as well as supporting them to arrive at school on time. These approaches are also helping to improve the attendance of a targeted group of children.

- Staff across the school are committed to improving outcomes for children and their families. They have a very good understanding of the local context. Across the school, staff are committed to improving the life chances for all.

- The school is involved with the Govanhill Education Strategy Group which represents schools in the local community. Senior Education Officers from the local authority and representatives from a variety of services work together to find solutions for local issues.

- PEF has been used well to help raise attainment in literacy and numeracy. A range of literacy interventions including the Reading Recovery and the targeted reading and writing programme are showing signs of positive impact. GIC interventions such as Glasgow Counts are also helping to support children in their learning. Successful projects with a key partner, 'Big Noise', are enabling a high number of children to benefit from music instruction. The school runs a 'Saturday Club' to support an identified group of children with writing. There are early indications that this is having a positive impact on children's progress in writing. As part of this, children benefit from a healthy breakfast and together help to prepare lunch for themselves and staff.

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- ■ Universal support
- ■ Targeted support
- ■ Removal of barriers to learning

Universal support

■ Children newly arrived at the school benefit from the strong nurturing culture and support provided in smaller class groups by experienced staff. Staff build trusting relationships with children and work very hard to engage their parents through actively involving them in the settling in process and through school events. Parents and children are encouraged to visit the school prior to their child starting. Staff know children very well as individuals and quickly develop mutually respectful relationships between children, staff and parents. As a result, children settle well and clearly enjoy school.

■ Differentiation is provided by the groupings based on acquisition of language. In most classes, tasks and activities are provided to meet children's needs within these groupings. We have asked that the school continually review these arrangements as part of their ongoing self-evaluation. In doing this, they should consider the number of different staff children work with, the impact on their wellbeing and the opportunities to raise attainment.

■ The school maintains a particular focus on listening and talking to develop children's confidence in using English. In most classes, staff provide active and experiential learning, word banks, the use of concrete materials such as real objects and visual cues and scaffolding approaches. The school recognises that it needs to develop systematic approaches to involving all children in their learning through regular individual learning conversations. This will ensure that all children have individual learning targets and know what they need to do to improve in their learning.

■ The school provides an effective range of support to identified children who need targeted intervention through individualised targets and small group teaching. Targeted groups include children who are new to the school and those who need help in reading, writing, and numeracy and in developing personal and social skills. Children requiring additional support in learning receive support through programmes which include Reading Recovery. There is clear evidence of a few children making significant progress as a result of the input on reading strategies. Glasgow City Council provide staffing through the GIC to fund work on digital literacy, family support and improving numeracy. To support learning within the infant department children are provided with a child development officer. The school should monitor the possible impact of the range of interventions and the number of adults children engage with in a day.

■ Groups of children benefit from a 'Saturday School', which provides them with opportunities to improve further their literacy skills through additional lessons and to prepare healthy breakfasts and lunches together. Children are particularly eager to attend the Saturday school and feel that it helps them to improve in their learning while building friendships with their peers. Staff do their best to provide as many as possible with the opportunity to attend the groups while targeting those children who most need additional support.

■ The school takes positive steps to ensure that language barriers faced by children are reduced through support provided by EAL teachers with specific expertise in teaching children for whom English is an additional language. Overall, children who experience specific barriers to their learning are provided with effective additional support. Staff now need to formalise the identification of additional support for learning needs more fully.

■ The school regularly reviews the progress of all children with English language acquisition and analyses its data about their progress and achievement of Curriculum for Excellence levels. They use this data to prioritise support for individuals and groups of children who need help in order to close the attainment gap between those who are making least progress and other children. As the school's approach to planning learning and tracking progress becomes more rigorous, judgements about progress will become more robust.

■ The school uses the community and the local environment well to promote reading skills and life skills through experiential learning about Glasgow culture and landmarks linked to literature. Children's experiences are captured on digital camera and turned into reading books about their learning experiences. This motivates children to read, take the books home and to share their experiences with parents and family. The school's evidence shows that this is successfully engaging parents in their children's learning and improving their reading.

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.