

Summarised inspection findings

Tinto Primary School

Glasgow City Council

23 May 2023

Key contextual information

Tinto Primary School is a non-denominational school situated in the south of Glasgow. There are 426 pupils on the school roll, organised into 16 classes. More than a third of children on the school roll have additional support needs. Around 40% of children have a main home language which is not English. There are currently 26 different home languages spoken across the school.

The headteacher has been in post for over 10 years and is supported by a depute head teacher and four principal teachers, two of whom are part time, sharing one post. There are nine pupil support assistants.

Pupils' attendance is currently below the national average. There are no cases of exclusion in the current year or in the previous two years. Thirty-nine percent of children are registered for free school meals.

Fifty-two percent of children reside in the Scottish Index of Multiple Deprivation deciles 1 – 3. The 2022-23 Pupil Equity Fund (PEF) allocation is £180,075. There are three literacy support teachers in the school funded through PEF.

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

- Tinto Primary School has a positive, respectful, and inclusive ethos, which is underpinned by the school values. Children are friendly, welcoming and demonstrate consideration of the views and diverse life experiences of others. In the majority of classes, children participate well in their learning. Children are very proud of their school and speak positively about the support they receive and the opportunities that are available to them. Children who face challenges and barriers to learning are well supported through the strong relationships with staff, which are evident across the school.
- In a minority of classes, children participate well in small group, paired and individual work, supporting each other appropriately. In the majority of classes, teachers offer children a variety of approaches to learning, with elements of personalisation and choice in the tasks they undertake. In the majority of lessons, learning is overly teacher led. An overemphasis on whole class activity does not always meet sufficiently the needs of all learners in the class. Teachers should review their planning of lessons to support and encourage children to lead their own learning, promoting creativity and increasing independence.
- In almost all classes, teachers provide clear explanations and instructions in well-structured and well-organised lessons. However, in the majority of lessons, the pace of learning can be too slow. Teachers should move children on more briskly with their learning. Teachers should

consider carefully the time taken for operational tasks at the start of the day and between breaks.

- In most classes, teachers use questioning effectively during discussions and to ensure children's understanding. Teachers should now utilise further their skilled use of questioning to provide consistent opportunities for children to develop higher order thinking skills across their learning.
- In the majority of classes, teachers share effectively with children the purpose of learning and how they will know that they are successful. In a minority of classes, teachers observe children closely during learning and intervene to check for understanding and to support learning where required. Teachers' feedback is offered both verbally and in jotters to show children what they have done well. In a few lessons, this feedback outlines clearly what children need to do to improve. Teachers should now work collaboratively to develop more consistent approaches to providing children with high-quality feedback. This will help ensure that children understand the progress they are making and their next steps in learning.
- Children learn across a range of environments which motivate them, learning both indoors and outdoors, in bright inviting classrooms and open areas. Staff ensure displays in classrooms and around the school building celebrate children's work and provide prompts to support learning. The school's approach to outdoor learning is encouraging children to extend their learning with a range of creative resources. Children develop self-confidence, resilience, and communication skills through this approach. Senior leaders should now work with staff to continue to build on existing strong approaches to learning outdoors. This will enable all children to benefit from progressive opportunities to learn in the outdoor environment.
- Staff promote and support an inclusive approach to their work with children and families, reflecting and supporting the diverse school community in a range of ways. Teachers know their children well and are aware of their needs, providing appropriate support for most children who require it. The support for learning teachers and pupil support assistants provide identified children with tailored one to one and small group support for literacy and numeracy. This is increasing children's confidence and skills in these areas. Most children who access additional support are making good progress from their prior learning. Additionally, high quality support is provided by pupil support teachers for children with English as an additional language.
- Teachers are at the initial stages of developing a play-based approach to learning across the early level. Children have access to some opportunities for play at set times during the week in the shared open area. Greater opportunities for play-based learning within classrooms will support children to practise, develop and apply their learning. Senior leaders and teachers should engage with national guidance, *Realising the Ambition: Being me (2020)*. This will support staff to develop further their understanding of the benefits of play-based learning and how interactions between staff and children support learning. This will help to enrich children's learning experiences across the early level.
- Children's access to digital technology has been limited recently due to local issues with connectivity. This had a negative impact on the school's progress in implementing further their digital learning work across all stages. As a result, only a minority of children are able to access digital technology regularly in classes to support their learning. These children are able to talk about using digital tablets effectively to develop their skills in writing and to create digital presentations. A focus on this priority area is beginning to increase opportunities for all children to develop their digital skills and use digital devices to enhance learning experiences. Staff are

engaging in valuable professional learning. As a result, teachers are increasingly planning lessons which embed the use of technology. Children should now be given opportunities to use technology to evaluate their learning.

- Teachers use a range of appropriate assessments, including standardised assessments, at key intervals across the year. Children receiving targeted interventions are assessed regularly to monitor individual progress in aspects of literacy and numeracy. In almost all classes, teachers create a climate for learning which motivates children to be ambitious and achieve well in the assessment of their learning. Teachers should now ensure assessment approaches are integral to planned learning and teaching and used effectively to determine next steps in children's learning. This includes ensuring that learning is at the right level of challenge for more able learners. Teacher's use of existing tracking systems captures meaningful assessment information to track the progress of children at each stage. Teachers should now develop approaches to track accurately each child's learning journey across the curriculum over time.
- Teachers collaborate with colleagues from other schools to plan, assess and moderate children's learning. As a result of these approaches, teachers are becoming more familiar with the National Benchmarks. This is leading to teacher judgements which are more robust and reliable. Senior leaders should now support teachers to develop further their confidence in understanding and applying national standards.
- Teachers work collaboratively to plan learning through annual and medium-term planning. Staff use a range of progression pathways to deliver most aspects of the curriculum. Senior leaders and teachers should review further their approaches to planning to ensure planned learning meet the needs of all children. Children should be involved more frequently in planning aspects of their own learning to enhance further their learning experiences.
- A few teachers of older children have begun to track children's progress across curricular areas beyond literacy and numeracy. Senior leaders should now collaborate with staff to develop a strategic approach to tracking children's progress across all curricular areas.
- Staff should continue to develop a more streamlined approach to gathering data. In doing so, teachers need to analyse data more robustly to ensure all children make the best possible progress in their learning. Senior leaders should now develop and share more rigorous monitoring and evaluating processes, which provide clear information about a learner's progress and the impact of targeted interventions. This will support teachers to monitor progress through, and evidence achievement of, a Curriculum for Excellence (CfE) level.

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.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good and in line with or above local authority and national figures. Most children at early level achieve expected CfE levels in literacy and numeracy. Most children at first level achieve expected CfE levels in reading and listening and talking, with the majority achieving expected levels in writing and numeracy. Most children at second level achieve expected CfE levels in reading, listening and talking and numeracy, with the majority achieving expected levels in writing. Children's attainment at P4 and P7 dips, particularly in writing, due to gaps in learning resulting from the pandemic and periods of absence. Staff plan and implement a range of interventions at these stages to address these gaps. Overall, these interventions are having a positive impact on children's progress. However, there are a few children across the school who could be achieving more.
- Most children who require additional support are making good progress from their prior learning. A few younger children who require additional support are not yet making sufficient progress. Children who are new to English, are supported well and as a result, are making good progress in literacy and English.

Attainment in literacy and English

- Overall, most children are making good progress in listening and talking and reading across the school. The majority are making good progress in writing.

Listening and talking

- Across the school, children listen and respond respectfully to their teachers and each other. Most children working at early level listen well to identify sounds in words. As they progress in their learning, children take turns and communicate their ideas clearly. By the end of first level, most children contribute their ideas using appropriate language. They ask and answer questions to clarify or share their understanding. Children on track to achieve second level show respect for the views of others and build actively on contributions during discussions. They ask and answer questions which require opinion or evaluation, giving reasons for their views.

Reading

- Most children working at early level use their knowledge of sounds and letters well to read simple words. They answer simple questions about the text they have read. Most children who have achieved first level read aloud with expression and understanding. They identify and sequence the key points in a story they have read. Most children at first and second level describe the difference between fact and opinion and identify the key features of non-fiction texts. Children working towards second level discuss features of writing that authors

have used and why. Children across the school answer different types of questions about the texts, summarising main points and predicting what will happen next.

Writing

- Most children working at early level use their knowledge of sounds to write simple words and create a sentence. As they progress in their writing, the majority of children make more sophisticated use of punctuation and word choice. Children working across first and second levels write in a variety of styles including to persuade the reader. Children now need to receive more specific feedback to help them know what they have done well, and what they need to do next to improve their writing further. Children need supported to ensure their written work is technically accurate.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. While the majority of children attain well in numeracy at all stages, all children need greater opportunities to practise regularly their numeracy and mathematics skills. This includes measurement, shape, position and movement and data handling.

Number, money and measure

- Children working within early level recognise and recall the number sequence forwards and backwards within the range 0-20. They are developing their confidence in adding and subtracting mentally within ten. Most children working at first and second level are confident, and use correct mathematical vocabulary when talking through their thinking. Children at first level round whole numbers to the nearest 10 and 100. They solve addition and subtraction problems with three-digit whole numbers. They are less confident solving two step problems. At second level, children multiply and divide whole numbers by multiples of 10, 100 and 1000. They need to continue to develop their confidence in multiplying whole numbers by two digits.

Shape, position, and movement

- Children working within early level identify, recognise, describe and sort common two-dimensional shapes. They now need to explore three-dimensional objects. The majority of children who have achieved first level compare and describe the size of angles in relation to a right angle. They are less confident in using mathematical language to describe the properties of two-dimensional shapes and three-dimensional objects. At second level, most children use mathematical language to describe and classify a range of angles identified within shapes. They identify and illustrate line symmetry in a range of two-dimensional shapes.

Information handling

- At early level, most children confidently collect and organise objects for a specific purpose. They are growing in confidence interpreting simple graphs and charts. Across first and second level, most children use key skills in information handling, for example, the use of bar graphs, tables, and pie charts to present and interpret information. They include a suitable title, labelling on both axes and an appropriate scale. Children working at first and second level now need to explore making effective use of technology to display data.

Attainment over time

- Children's attainment has been impacted by periods of remote learning and absence resulting from the pandemic. Overall, children's attainment has recovered well at early level across literacy and numeracy and has returned to pre-pandemic levels. Focused interventions are resulting in positive progress in improving children's attainment at first and second levels in reading. Staff are implementing targeted action at P4 to raise attainment within numeracy and mathematics. There are early signs of positive impact on children's progress as a result.

- Senior leaders and staff use a range of appropriate assessments to monitor the progress of individual children in aspects of their learning. Working together with stage partners, and with staff from other schools, teachers have increased their confidence in understanding national standards. A clearer and more strategic approach to assessing the progress of children will ensure that they use assessment data more holistically to evidence when children have achieved a CfE level. Senior leaders would benefit from reviewing their approaches to tracking the progress of cohorts of learners over time to evidence the year-on-year progress that different groups of children are making.

Overall quality of learners' achievements

- Children's achievements both in and outwith school are valued and celebrated at whole school assemblies and displayed on the achievement wall. Children are proud of their achievements. Children achieve success and develop confidence through participating in trips, clubs, competitions and the P7 residential camp.
- Children contribute to the life of the school through a range of leadership opportunities. This includes the pupil council, eco schools committee, language ambassadors and as house captains. Children are proud of the contributions they make to the life of the school. Through these roles, they have developed skills in public speaking and presenting information in a range of different ways. There is potential to develop further the leadership opportunities for children across the school.
- Staff work effectively with Active Schools to provide a range of free lunchtime and after school activities for children across the school. For example, children take part in dance, multi-sports and 'digi' clubs. Children are learning new skills and building their confidence, as well as developing new friendships.
- Staff track children's participation in sports activities. They should strengthen their approach to tracking and monitoring participation to identify children at risk of missing out. In addition, staff should support children to identify the skills and qualities they develop whilst participating in activities in and out of school. This will support children to recognise and reflect on their achievements and progress.

Equity for all learners

- Senior leaders and all staff have a good understanding of the needs and circumstances of children and their families. They collaborate well with partners to ensure children and their families receive appropriate support. Staff work well together to understand the financial challenges faced by families and undertake a range of actions to reduce the cost of the school day. This includes providing waterproof clothing for outdoor learning, subsidising school trips and providing a wide range of clubs and activities during the school day.
- Senior leaders use PEF to fund additional staff to provide targeted support for individuals and small groups of children to close gaps in learning. Staff monitor children's progress through a range of assessments, and interventions are adapted accordingly. Staff's approach is having a positive impact on improving progress and closing gaps in learning for most children. Senior leaders now need to analyse their data in a more strategic way to measure effectively the impact of their planned interventions on closing the poverty related attainment gap.

Other relevant information

- The school has a large, bright library with inviting seating to encourage children to read independently and together. This provision has not been used since before the pandemic. Children have access to books in their own small class libraries but would welcome the opportunity to access a wider range of books from the school library. Senior leaders and staff should consider how the use of the library could support better children's learning experiences across the curriculum to support further improved attainment.
- The school meet the target of providing 120 minutes of quality physical education to all children each week.

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.