

8 February 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of St George's Primary School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit and virtual meetings to St George's Primary School. Our engagement helped us learn more about how children and their families have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's health and wellbeing and learning and progress. We discussed with the headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children, young people and families through COVID-19

The headteacher always places a priority on the wellbeing of children in the school. Her vision for children's wellbeing is shared and understood by staff. As a result of this focus, staff worked very well together during remote learning to make sure that children and their families stayed connected to the school. The high levels of children and staff absence continues to impact on the whole school community. However, the headteacher and staff put helpful and nurturing approaches in place to help children continue to learn. Families are very positive about the staff team and the extra time that they give to be welcoming to parents and keep learning enjoyable.

School leaders and teachers assessed children's progress during remote learning and identified any gaps in literacy, numeracy and health and wellbeing. They used this information very well to plan learning that would help children make better progress. Staff are developing children's skills in talking about their wellbeing and understanding what to do if they are upset. Younger children learn well through play and working closely with their teachers. Older children are encouraged to develop positive relationships and now support each other very well in their learning and when they are outside in the playground.

Progress with recommendations from previous inspection

The headteacher has led the school very well towards meeting the main points for improvement identified in the last inspection. School leaders and staff are much clearer about their leadership roles as individuals and as a staff team. They worked very closely with the local authority, attended professional learning and made positive changes for children in their learning. Across the school, learning and teaching has improved. Children are now more involved in planning and assessing their own learning in literacy, numeracy, health and wellbeing and across all areas of the curriculum.

Children and staff enjoy being in school and learning together. The headteacher and staff are much clearer about what children know and planning next steps in learning. Staff carefully

track children's progress and any gaps in knowledge are identified and supported. Teachers plan learning together and this collaborative approach makes learning more enjoyable for children, with both staff and children having higher expectations of what children can achieve. Teachers also assess children's work with other teachers throughout the school across the different levels of Curriculum for Excellence. Working together in this way is creating a strong sense of teamwork. Building on teachers' strengths in areas of the curriculum is resulting in high morale across the staff team. Senior leaders and staff continue to improve the curriculum and make use of the local environment, to deepen children's knowledge of the local area.

Children's progress in literacy and numeracy is improving. Children read more often for pleasure and the quality of writing has improved. At P1, children use play to learn about meaningful topics such as COP26. They also work very well in small teaching groups with their class teacher and support staff to develop their literacy and numeracy skills. Across the school, children's vocabulary has improved and they now use a wider range of words in a range of contexts. School leaders and staff have plans in place to continue to improve children's progress in literacy and numeracy. This includes increased involvement of parents and other agencies.

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. Glasgow City Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality its education service.

Elizabeth C Montgomery
HM Inspector