

Summarised inspection findings

Knightswood Primary School

Glasgow City Council

27 August 2019

Key contextual information

Knightswood Primary School is a non-denominational primary school situated in the west end of Glasgow, near Anniesland. The 533 children on the roll are allocated to 21 classes.

Accommodation in the school includes 21 classrooms, a nurture room, a 'street' or social space, a separate dining area/assembly hall and gymnasium. Pupils come from a mixture of council and private housing, and a percentage of the roll is made up of placing requests.

Attendance at school is in line with the national average (93.7 percent in 2016/17) and exclusions are rare. 32.9 percent of children at P4-P7 are entitled to free school meals which is well above the national average. 46 percent of children live in homes in zones 1 and 2 as classified by the Scottish Index of Multiple Deprivation. The school received £247,000 Pupil Equity Funding (PEF) from the Scottish Government for 2018-19.

Knightswood Primary School is a member of the Knightswood Learning Community which includes Knightswood Secondary, five local primaries and four pre-five establishments.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders and all staff work hard to create a safe, calm and nurturing learning environment which creates a very positive school ethos. All members of the school community contribute to the very strong relationships that exist. These are underpinned by the recently reviewed values of 'Be Ready, Be Respectful, Be Safe'. At all stages children demonstrate these values with consideration and confidence. Children are very proud of their school and have a good knowledge of the wide range of learning that takes place, which they celebrate and share.
- Children throughout the school are respectful, considerate and polite to each other and to visitors in the school. They are attentive during direct teaching and, in most lessons, they cooperate very well with peers in pairs and small groups. At times, learning can be overly teacher-directed resulting in missed opportunities for children to lead learning tasks. Almost all children show a positive attitude to learning and enjoy lessons when they are challenging and active.
- Overall, clear routines and expectations supported by well-managed, calm transitions help children to settle into their learning independently. Children in primary one are provided with opportunities to learn through play. This supports their developing imagination and creativity. Across the school children have opportunities to consider how the skills they are learning relate to the real world and future careers. As planned, teachers should look to embed this practice consistently in learning across the curriculum.

- Digital technology is used to support lessons and engage children in learning tasks. There is scope to develop further the use of a wider range of technology to support children's learning across the curriculum and in a wider range of contexts for learning. Teachers are beginning to identify meaningful opportunities for children to learn outdoors, for example, to identify angles and undertake surveys.
- Children demonstrate and showcase their learning through class assemblies and learning journey profiles. Learning conversations between children and their class teachers provide meaningful opportunities to discuss individual targets and plan next steps in their learning. Children report that these conversations, and the regular feedback from teachers, help them to know how to be more successful in their learning. Children's work in literacy is attractively displayed in classrooms and widely across the school. Consideration should be given to work in numeracy having equal prominence across the school.
- The overall quality of learning and teaching is good. In the majority of lessons teachers share the purpose of lessons with children through planned learning intentions and success criteria. Children's use of self and peer assessment is most effective when they are involved in generating success criteria which are revisited throughout the lesson. There is scope to ensure greater consistency of this approach across the school so that all children have a better understanding of the specific skills they are developing in order to achieve a learning outcome.
- All teachers provide verbal feedback to children during the course of lessons which helps children focus on how to improve their work. Written feedback is evident mostly in writing. This describes to children how successful they have been and helps them identify their next steps in learning. Recent work to increase children's confidence to talk about their problem solving strategies in numeracy is beginning to impact positively on their engagement in this area of the curriculum. When planning to ensure that children build on their prior learning, teachers should make sure that there are regular opportunities to consolidate key skills and concepts across the curriculum.
- Overall, across the school, tasks and activities need to be better differentiated to meet the needs of individuals and groups of children. Teachers use questioning to check understanding and build on children's prior knowledge. To increase challenge, teachers' planning should include higher order questioning and more opportunities for children to engage in tasks which are open-ended and encourage critical thinking.
- Senior leaders work well together and are improving team working across this school. They also work well with partners and staff from associated early learning and childcare centres. This ensures they have good information on each individual child's progress prior to them beginning at the school in P1. As a result children settle quickly into the school. As children progress through the school teachers ensure information on each child is passed to the next teacher at the end of each year. This enables teachers to plan for children to make good progress in their learning. Based on sound knowledge of children's progress classes are restructured. This ensures that each child is placed in a class where their individual social and developmental needs will be met well.
- An assessment framework supports teachers to gather a wide range of evidence of children's progress across the school year. This information includes useful data from standardised and formative assessments. Senior leaders collate this data in a variety of formats which provide overviews of children's progress primarily in literacy, numeracy and health and wellbeing. Senior leaders and teachers use this data, supported by their observations of children, at termly planning and bi-annual attainment meetings to review how well children are progressing in their learning. Children requiring additional support are identified at these meetings and appropriate interventions are put in place. Teachers are becoming more confident in their

abilities to use assessment data to measure children's progress. Senior leaders should now continue to improve how teachers use this data to support them to develop a more holistic picture of individual children's progress. This will help them integrate assessment processes more effectively into planned learning. In a few lessons teachers use formative assessment strategies well to progress children's learning. Teachers should encourage children to assess their own learning more regularly against their individual termly targets. Teachers provide written and oral feedback on children's progress. Teachers should build on this good practice across all curricular areas, as currently the quality of feedback is variable across the school.

- Teachers are becoming more familiar with using National Benchmarks to confirm whether children have achieved a Curriculum for Excellence (CfE) level. They have taken part in a number of school and learning community moderation events. This is developing their understanding of, and confidence in, moderation processes. Senior leaders need to develop further teachers' use of moderation to support them to have a greater understanding of standards. Teachers plan learning using a range of contexts for learning. Learning is planned against progression frameworks in most curricular areas and this is leading to children experiencing improved progression in their learning. There is a significant focus on literacy at all stages. As planned, teachers should review the balance of time given to each curricular areas to ensure all children receive their full entitlement to a broad general education.
- The range of assessment data gathered by teachers enables them to monitor and track individual children's progress. The senior leadership team are becoming more familiar with the recently developed local authority monitoring and tracking tool. This supports them well to identify how effectively individual children are progressing in their learning. The school should continue to develop their approaches to monitoring and tracking so that the progress of individuals and groups of children can be identified better. This will support teachers to plan more effective interventions to ensure all children make the best possible progress. Senior leaders should continue with their plans to support teachers to develop how they assess, monitor and track children's progress across all curricular areas.

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

Overall attainment in literacy and numeracy

- Overall children's attainment in literacy and numeracy is good.
- The data presented by the school demonstrates that most children at early level attain expected CfE levels in reading, listening and talking and in numeracy. The majority of children at this level attain expected CfE levels in writing. It is predicted that all of these figures will improve this session. At first level most children attain expected CfE levels in reading and writing and almost all attain at this level in listening and talking and numeracy. This session these figures largely remain constant with a slight dip in attainment in numeracy. At second level the majority of children attain expected CfE levels in reading and most attain at this level in writing, listening and talking and in numeracy. Predictions for this session indicate an improvement in the overall attainment in listening and talking.
- Inspection activity indicates that while teachers are becoming more confident in their professional judgement of achievement of a CfE level this is not yet sufficiently robust or reliable.

Literacy and English

- Literacy is a strength of the school. Staff's approaches to raising attainment in literacy and English are resulting in most children making good progress from their prior levels of attainment. A few children achieve beyond the level expected of them.

Listening and talking

- Almost all children are engaged during class activities and take turns well when responding to adults and classmates. Children at all stages are keen to talk about texts they are reading or have heard in class and at home. At all stages, almost all children enjoy listening and contributing to discussions around a variety of novels through the reciprocal reading approach. At all levels, most children confidently participate in class and group discussions using their wide and varied vocabulary. They enjoy expressing their views and are highly respectful of the contributions made by their peers.

Reading

- Improvements to the well-stocked library, author visits and contributions by members of the community for 'Scotland Reads' are encouraging reading for enjoyment across the school. Children at early level use their knowledge of sounds and letters to build and read words and form sentences. They use picture cues effectively to support their understanding of texts. Almost all children at early level choose a story for enjoyment and express their likes and dislikes. Across the school children enjoy reading from a range of texts, authors and genre. As children move through the school they demonstrate increasing fluency and effective expression in their reading. They talk about characters and settings with confidence. Children apply

identifiable reading strategies when they face texts or vocabulary they are not familiar with. Children make effective use of their knowledge of reading to help them create their own texts. They find and use information from a range of sources and for a variety of practical purposes.

Writing

- The 'Hear, say, play, write' approach ensures that at early level all children are building their confidence and independence in their writing. At first level children write independently at some length, punctuating most sentences accurately. They organise writing in a logical order in a wide variety of formats and for different purposes. At second level, children use sentences of different lengths and types. They vary sentence openings, use a range of conjunctions and use paragraphs with confidence. At all levels children use their range of vocabulary to produce writing of high quality and in a range of styles. Children should continue use real life opportunities to create, extend and to share examples of a wider variety of their own texts. Teachers should continue to ensure children write regularly across a wider range of genre and for a range of real life purposes. As identified teachers should continue their development of writing to ensure consistency in assessment and moderation of writing in line with national expectations.

Numeracy and Mathematics

- Overall, attainment in numeracy and mathematics is good with most children making appropriate progress in this area of learning.
- Across the school, children are beginning to use concrete materials to support their understanding of increasingly complex mathematical concepts. Recent work to support children demonstrates successful strategies and explain their thinking in numeracy is beginning to impact positively on their application of skills and knowledge. The early exploration of evidence-based pedagogical approaches, when implemented consistently, has the potential to improve learners' conceptual understanding of key concepts and to raise attainment. Senior leaders have correctly identified numeracy and mathematics as an improvement priority, and are at the early stages of developing consistent approaches to learning and teaching in this area.

Number, money, measure

- Most children across the school are secure in their understanding of number process and have mental agility appropriate to their level. Children at early level are working on adding and subtracting within 10. At first level, most children confidently round to the nearest ten and hundred. A few do this to the nearest thousand. While the majority of children demonstrate common fractions using concrete examples, a significant number are unable to explain that a fraction represents part of a whole and that fraction represents an equal share. At second level most children are confident with a range of numerical calculations and find fractions of an amount. Most children order equivalent forms of common fractions, decimals and percentages but only a few use this to solve problems, for example, calculating discount. Children now need to develop an understanding of partitioning of decimal fractions. At this level, children accurately interpret mathematical word problems and perform complex calculations involving two stages with confidence. More regular practice at all stages in using estimation to check and explain the reasonableness of answers would support higher order thinking.

Shape, position and movement

- Almost all children learning within early level sort and match common 2D shapes. They identify and describe pictures with one line of symmetry. At first level most children describe properties of 2D shapes and 3D objects when sorting for common attributes. Most children working at first level identify right angles in the environment. At second level, children confidently name types

of angle but are not yet secure in the relationships between angles. They are developing their understanding of the properties of a circle and find the diameter and radius with ease.

Information handling

- Overall, there is a lack of progression in children's knowledge and understanding in this area of numeracy. As they progress through the school children interpret increasingly complex information from bar graphs and pictographs. At first and second level children are unable to select ways to display data from a wide enough range of graphs, diagrams and charts. Almost all children at all stages use tally marks to collect data and carry out surveys. At second level children use a good range of mathematical language to describe the likelihood of events. This language will also support further learning of probability and ratio.

Attainment over time

- Over the last three years children's progress in literacy and numeracy has fluctuated between most and the majority achieving appropriate CfE levels. Indications are that this is on track to improve in the coming year at early level. The proportion of children achieving appropriate CfE levels in listening and talking has either remained constant or improved in the last three years. This is predicted to rise at each of the three levels in the coming session. In session 2017-18 the percentage of children achieving appropriate CfE levels at first level was greater than the national average in all measures. Almost all children achieved this level in listening and talking and in numeracy.
- Senior leaders are becoming more familiar with the recently developed local authority monitoring and tracking tool which allows them to monitor and track effectively the progress of individual and groups of children. Teachers now need to use and analyse data to ensure that children are appropriately supported and challenged in their learning.
- Glasgow's Improvement Challenge has provided a range of relevant professional development for all staff which is leading to a more consistent approach in teaching listening and talking. As a result children's attainment in this area is improving. The school should now as planned, give an increased focus to the teaching of numeracy and mathematics.
- Teacher professional judgement of a CfE level is based upon a wide range of summative and formative assessments. Professional dialogue, participation in cluster moderation events, discussions with the senior leadership team and increasing use of National Benchmarks is helping staff become more confident in their judgements. Professional judgement of achievement of a CfE level is not yet sufficiently robust or reliable. Teachers should now engage further in a wider range of moderation activities to increase their confidence in professional judgements of achievement of a CfE level.

Overall quality of learners' achievement

- There are a range of opportunities within Knightswood Primary School for children to develop the four capacities of CfE and to achieve and develop a range of skills. All children play a role within the school's citizenship framework which includes a wide range of leadership roles and opportunities to represent their peers on committees. As a result all children are developing skills of team work, cooperation and leadership. Staff should now monitor and track this extended learning in a more systematic way to include the skills that children are developing.
- Focussed opportunities such as the careers week, literacy and health weeks afford opportunities to develop skills for life, learning and work. Teachers should now develop these experiences more consistently so that children have more opportunities to continually develop these skills across the year. This should also include opportunities to embed the Career Education Standard (3-18) appropriately.

- Most children have achieved success in sports activities and engaged in various fundraising activities. The Steel Band, Gaelic choir, ukulele and language of the month initiative all provide good opportunities to celebrate and promote diversity within the school and community. These opportunities have led to improvements in children's self-esteem and contributing effectively to the local community. In addition, children's achievements are proudly and regularly celebrated through assemblies, newsletters and regularly through social media and postcards home.

Equity for all learners

- All staff have a clear understanding of children's and their families' unique needs. Senior leaders monitor and track attendance and participation in school activities. This allows senior leaders to be able to identify children who are at risk of missing out from these wider opportunities.
- Senior leaders have used the Pupil Equity Funding (PEF) well to provide additional staffing to improve literacy attainment and wellbeing of particular children. The school's partnership with the Challenging Leaders of Learning team to support the introduction of specific reading approaches, is leading to improvements in children's progress in reading and in the quality and consistency of teaching reading and writing.
- The funding has also facilitated the introduction of a number of strategies to support children's mental health and wellbeing and reducing the cost to families of educational outings and the establishment of well-attended breakfast, homework and family learning clubs.
- The introduction of termly class assemblies, and open class events, internet learning, 'Feelgood Fridays' and the bilingual café are well attended by parents. As a result parents are increasingly becoming more involved in the life of 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.