

21 May 2019

Dear Parent/Carer

In October 2017, HM Inspectors published a letter on Barmulloch Primary School. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Improve learning, teaching and assessment to ensure children experience consistently high quality learning and teaching at all stages.

Staff continue to build on the positive relationships evident across the school. The school's increased focus on children's emotional development is leading to children being more able to recognise, and regulate, their feelings and behaviour. The introduction in the early stages of a play based approach to learning is leading to children being more engaged and motivated in their learning. Teachers now more consistently explain what children are learning and how they will they know if they have been successful. Teachers use questions well to promote children's curiosity and interest. They plan activities which set children's learning in meaningful real life contexts. This is improving children's understanding of what they are learning and why. As a result of these approaches children are motivated by their learning experiences. Teachers should continue to increase pace and challenge for children's learning.

A range of professional learning supports staff to improve the quality of children's lessons across the school. Teachers improved understanding of potential barriers to children's learning supports them to better identify children who may be experiencing difficulties. As a result children's learning needs are now being met more effectively across the school. Teachers undertake peer observations of each other's lessons and provide feedback which supports them to identify areas for improvement. The school has introduced a house system linked to their promoting positive behaviour policy. Children enjoy being praised for their efforts and in representing their house. Teachers now use a range of assessments, particularly in literacy, to identify children's abilities. This information is used well to support improvements in planning. The school should now continue with their plans to develop approaches to assessment to include a wider range of curricular areas.

Improve children's attainment in literacy and numeracy.

Overall, a majority of children are making satisfactory progress in literacy and numeracy and mathematics.

The significant improvement to children's experiences at early level is having a positive impact on their progress in literacy and numeracy. Children's progress in literacy and numeracy remains variable across the school. Whilst there is improved progress in children's

reading we have discussed with the acting headteacher the need to improve children's skills in listening and talking. Children requiring additional support with their learning, including those attending the additional learning needs classes and nurture hubs are making appropriate progress. We have asked staff to ensure children have more frequent opportunities to write at length across a broader range of real life contexts. Now that children are more confident to tackle writing, they should be supported to take a pride in presentation of their work. Literacy coaching is supporting teachers to develop their practice in developing children's literacy skills. Children's enjoyment in reading has increased and the school has developed its library to support children further in their reading

Children's progress is now carefully monitored, and staff make use of a wide range of tracking information to identify need, check progress and plan next steps for learning. The leadership team carefully monitors individual progress. They are very aware of the barriers affecting children and their families. Interventions supported by challenge and pupil equity funding are having a positive impact on children's experiences, and are beginning to support improved attainment and achievement.

Continue to improve the curriculum in line with national guidance and expectations which better meets the learning needs of all children. In doing so, the school should take greater account of the local context and the interests of children.

The school is making good progress with this area for improvement. The staff have worked well as a team to develop a clear purpose to what they are trying to achieve through the curriculum that better reflects the school and its unique setting. Staff know the community very well. There is a strong focus on health and wellbeing. This includes supporting children to be active, for example when walking to school together, outdoors at playtime and in a range of school clubs. The school ensures that all children have regular opportunities to explore emotional wellbeing, and older children are clear how this helps them understand their feelings and manage their behaviour. Children understand the decisions they should make to remain healthy as they grow up. The school continues to provide children with opportunities to participate in interesting learning activities, including a range of cultural and sporting events.

Staff increasingly make more effective use of the local areas contexts for learning. Children now have more opportunity to learn about the past and present in meaningful ways. As they move through the school, children are enjoying learning about the river Clyde and told us they had learned so much about their city Glasgow. Effective staff planning will ensure children build on previous learning and avoid repeating learning contexts. Staff have acknowledged that they need to ensure progression across all areas of the curriculum.

The school benefits from high quality support and guidance from Glasgow City Council. This includes a wide range of professional learning opportunities, curriculum pathways and strategies for learning and teaching. A number of curriculum interventions, including The First Minister's reading challenge, are motivating children to participate in learning. Children feel supported in their learning and enjoy a broad curriculum in class and in the Treehouse and Den.

Staff enjoy an increasing number of partnerships as they introduce children to the world of work. A recent link with a large department store in the city centre has introduced children to

the retail world and the importance of teamwork. We ask that they continue to develop this further.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Glasgow City Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Graeme Gordon
HM Inspector