Summarised inspection findings

King's Park Primary School

Glasgow City Council

1 April 2025

Key contextual information

King's Park Primary School is a non-denominational school, situated in the south side area of Glasgow. The school is part of the King's Park Secondary School Learning Community.

The school roll is 320 children, organised across 12 classes. A number of children join, and leave, the school population each year. Approximately one tenth of children attending the school reside in Scottish Index of Multiple Deprivation data zones 1 and 2. More than one third of children have English as an additional language with over 30 languages spoken across the school.

Approximately one third of children are in receipt of free school meals. Just under one quarter of children require additional support with their learning. The senior leadership team consists of the headteacher, who has been in post for eight years and two depute headteachers. There have been no exclusions for the past five years.

2.3 Learning, teaching and assessment	very 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	

■ Led very effectively by the headteacher and depute headteachers, staff have created a welcoming and nurturing culture and ethos across the school. This is underpinned by a shared understanding of the school values, inclusion and children's rights. All staff know and care for children as individuals and as learners.

■ Children are very proud of their school and are welcoming to visitors. They are supportive of each other and display high standards of behaviour. Children have developed class charters through learning about children's rights. Senior leaders and staff use consistent approaches and language to support children. For example, classes have 'cosy corners' and 'zen zones' for those who require support to regulate behaviour. Staff have high expectations of learners and children engage well with learning in almost all lessons.

■ The senior leadership team models effective collegiate working. All staff work very well together to develop approaches to high quality learning and teaching. Teachers have created a 'good lesson model' and 'play and create' framework. They use these well to improve the quality and consistency of learning and teaching across the school. Teachers have engaged in practitioner enquiry as part of the school's improvement work. Through practitioner enquiry, staff explored small tests of change to improve identified aspects of teaching and learning.

■ Almost all children engage very well in learning and benefit from many opportunities to work in pairs and groups. Children in P1 to P3 learn very successfully through play. In these stages, staff provide a balance of adult, child-led and child-initiated experiences. This is helping children learn with and from each other, promoting creativity, curiosity and confidence.

- The very effective use of digital technology by staff and children across the school is a major strength. Teachers use digital technology well as an integral part of planning and delivery of learning, teaching and assessment. Children at all stages use digital technology confidently to record, support and enhance their learning. In almost all classes, the use of digital technology helps to increase the pace of learning and improves personalisation and choice. For example, in P7, children used a range of software to gather information and evidence whilst creating a report. Staff share their very effective practice in this area beyond the school and are recognised by a national training school as a leader in digital technology.

- In almost all lessons, teachers consistently share with children what they are learning and how to be successful. In the majority of lessons, teachers incorporate questions to promote children's higher order thinking skills in a variety of contexts. In most lessons, teachers provide effective verbal feedback. Teachers should now review approaches to written and verbal feedback to ensure children know what they need to do to make the best possible progress.

- A range of partners work very effectively with staff and senior leaders to enhance children's learning experiences and achievements. For example, ministers from the local church support delivery of religious and moral education throughout the year. A local football club supports development of children's wellbeing, skills and confidence through a range of programmes and approaches. Children in P1 benefit from sessions through a music initiative which is supporting the development of phonological awareness.

- Staff use a planned timetable of assessment throughout the year. They use a range of approaches very well to gather robust information on children's progress in literacy and numeracy. Staff use this information to support children to identify learning targets three times per year, which are also shared with parents. Teachers use effective and responsive approaches to plan and assess project-based learning experiences. These approaches support children well to take a lead role in their learning.

- Senior leaders and teachers plan carefully for children who require additional support with their learning. In particular, staff support children for whom English is not their first language very well. They assess each child's needs and deliver appropriate interventions, enabling them to quickly settle and engage in learning alongside their peers. Staff also provide families with opportunities to learn strategies for assisting their children and build their own social connections.

- All teachers participate successfully in moderation activities with colleagues in school and across the cluster. Teachers have developed very well their understanding of national standards for children's literacy and numeracy. This is helping them to make accurate and robust professional judgements about children's attainment.

- Senior leaders have developed very effective ways to track and monitor children's progress in literacy and numeracy. Senior leaders and staff discuss the progress of children on a termly basis using a 'fact, story, action' approach. Staff monitor interventions to evaluate the impact on outcomes for learners. This ensures teachers are responsive to children's needs and take action to ensure they make progress in learning. As planned, senior leaders should develop approaches to gathering information on children's progress across all areas of the curriculum.

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 that need to be addressed as a matter of urgency.

3.2 Raising attainment and achievement	very 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, most children achieve expected Curriculum for Excellence (CfE) levels in literacy and numeracy. A few children are exceeding expected CfE levels. Most children who face barriers to learning are making good progress from prior levels of attainment.

Attainment in literacy and English
■ Overall, most children make good progress, and a minority make very good progress in literacy and English. A few children are capable of greater progress with more challenge. Children who arrive with limited or no English make very good progress in literacy and English.

Listening and talking
■ At early level, most children take turns listening and talking. They follow simple instructions successfully. At first level, most children answer questions confidently. They express an opinion and can discuss the main features of a text. At second level, most children express their views clearly and respect the views of others. They are ready to extend their skills in debating.

Reading
■ Overall, a few children across all levels could be supported to develop reading skills at a faster pace. Children enjoy using their new library space and staff should further utilise this in order to foster a culture of reading throughout the school.

■ At early level, most children enjoy reading and listening to a range of texts. They recognise and say sounds made by a combination of letters. They share thoughts and feelings about texts. At first level, most children identify various genre and confidently share why they enjoy particular books. They read with fluency and identify the features of fiction and non-fiction texts, using these skills to find information. At second level, most children apply a range of reading skills to help them understand unfamiliar texts. They discuss the features of texts and identify techniques used to influence the reader.

Writing
■ At early level, most children use capital letters and full stops accurately to punctuate sentences. At first level, most children write for a variety of purposes. They present their written work in an organised way. They should continue to apply their writing skills across a range of genre. At second level, most children describe the features of a variety of genres, and use their knowledge of vocabulary to enhance their writing. Children working towards second level should be encouraged to write longer pieces of text more frequently.

Numeracy and mathematics

■ Overall, most children are making very good progress in numeracy and mathematics. A few children are capable of greater progress with more challenge.

Number, money and measure

■ Across the school, children develop skills progressively using concrete, pictorial and abstract approaches. At early level, most children count forwards and backwards to 20 and identify a missing number in a sequence accurately. They are less confident recognising coins. At first level, most children round to the nearest 10 and 100. A few need further revision of reading time on analogue clocks. At second level, most children use a range of strategies to solve addition, subtraction, multiplication and division problems. They are less confident working with decimal numbers.

Shape, position and movement

■ At early level, most children describe the properties of a range of two-dimensional shapes. At first level, most children identify lines of symmetry in shapes and identify these in real-life contexts. At second level, most children find the area of a compound shape, identifying and using the correct formula.

Information handling

■ At early level, most children gather and display information, for example, to show their favourite fruits. They answer simple questions successfully about pictographs. At first and second levels, most children gather, display and extract key information and answer questions correctly from a range of age-appropriate graphs, charts, and tables. Children at all stages should continue to develop their knowledge and understanding of information handling through digital technology.

Attainment over time

■ Senior leaders track the attainment in literacy, numeracy and health and wellbeing for individual and groups of children, such as those entitled to free school meals and those for whom English is not their first language. Senior leaders use this data very well to identify trends and gaps in attainment. This informs school improvement priorities and strategic planning of resources. For example, senior leaders have identified the need to review approaches to further increase attainment in literacy at key stages. Attainment data overall shows broadly stable and improving attainment for most children over time.

■ At the time of inspection, attendance levels had improved from previous years and were slightly below the national average. A few children's attendance is less than 90%. Senior leaders promote well the importance of children attending school every day. This has led to an improvement in attendance of a few children. Senior leaders should continue to take action to improve attendance for identified children, particularly those with lower patterns of attendance over time.

Overall quality of learners' achievements

■ Children's achievements in and outwith school are shared and celebrated in classes, on displays and through a digital platform. At weekly assemblies, children are awarded certificates for a range of achievements including for demonstrating the school values.

■ Staff consult with children to plan and offer a range of clubs, for example in multisport, coding and football, a few of which are led by children. Children contribute to the life of the school for example as 'buddies', in the eco group and as school librarians. These roles support children well to develop teamwork, leadership and communication skills.

- Staff have begun tracking participation in wider achievements, in particular, for those impacted by poverty. This ensures children do not miss out on valuable opportunities to develop skills and attributes in a range of contexts. Senior leaders should proceed with plans to support children to identify and record their skills development, making links to the school's 'play and create' framework.

Equity for all learners

- Senior leaders and staff have a strong understanding of the social and economic context of the school community. Staff are sensitive to the needs of individual children and families. Senior leaders ensure financial constraints do not prevent any children from engaging in opportunities for learning and achievement. The partnership work with a local football club provides valuable opportunities for parents to develop employability skills.

- Senior leaders use Pupil Equity Funding (PEF) to provide a range of universal and targeted support. Targeted support is improving identified children's literacy skills, engagement and wellbeing. Senior leaders should continue to set clear aims, targets and measures to help them to evaluate the impact of each of the interventions funded by PEF. This will help ensure they can demonstrate they are accelerating progress towards closing attainment gaps.

Other relevant evidence

- Senior leaders and staff adapt enrolment processes for children who are new to Scotland which helps children transition smoothly to school. At P1, there is a well-established transition programme in place that is supportive and helpful for families. Staff within the school share a range of appropriate information well to help ensure children's continuity of learning, wellbeing and progress. Strong transition programmes support children as they move on to secondary school. Children requiring additional support benefit from enhanced engagement programmes to support them as they move from P7 to secondary school.

- All children receive their full entitlement of two hours of high-quality physical education (PE) each week.

- Children benefit from class libraries and a recently refreshed school library which provides a range of fiction and non-fiction books, including books in dual languages. This is supporting children to develop an understanding of different cultures and languages.

- Teachers plan to ensure children experience progression and depth in learning French from P1 to P7. Across the school, children learn Mandarin.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

Practice worth sharing more widely

The very effective use of digital technology

All staff and children make very effective use of digital technology to enrich, support and extend children's learning. Teachers confidently incorporate use of digital technology into planning of learning, teaching and assessment across all stages. Use of a range of applications, platforms and approaches provides children with strong opportunities for personalisation and choice. Children enjoy taking a lead role in their learning through use of digital technology. Digital technology has also enhanced transition experiences for children moving on to secondary school through collaboration with local schools. Staff share their very effective practice in this area beyond the school and are recognised by a national training school as a leader in digital technology.

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.