

# Summarised inspection findings

**Dunard Primary School**

Glasgow City Council

11 June 2024

## Key contextual information

Dunard Primary School is situated in Maryhill, Glasgow. The school building is a sandstone Victorian building in a highly populated part of the city. As such, the school campus is limited in size and lacks any large open green spaces. The school roll is 250, split across 11 classes. Just over 50% of children live within Scottish Index of Multiple Deprivation deciles 1 and 2. Approximately 34.9% of children have English as an additional language. The headteacher has been in post for 10 years. The two depute headteachers have been in post for eighteen and three months respectively.

### 1.3 Leadership of change

**weak**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community.
- strategic planning for continuous improvement
- implementing improvement and change

- Under the headteacher's leadership, staff have recently reviewed and refreshed the school values. Children and parents are becoming more familiar with these and their importance in the life of the school. The school values are displayed throughout the school in posters and displays. The school values do not yet feature as an important aspect of the work of the school. Moving forward, the headteacher should seek to involve staff more fully in developing their ownership of the school's values. A useful first step would be to review what the school values mean in practice in each class. The headteacher needs to support staff more effectively to develop a shared understanding of a vision for the school.
- In recent months there have been a number of staffing changes, including in the senior leadership team (SLT). The newly formed SLT are developing their approaches to how they will work together to lead improvements across the school. They now need to turn their attention to focus collectively on key priorities. This includes improving the quality of learning, teaching and assessment across the school. Senior leaders need to develop a consistent approach to supporting teachers to reflect on their practice, including using observations of learning, to improve children's experiences. This includes implementing the recently developed learning and teaching policy to ensure teachers have a shared understanding of what effective learning looks like across the school.
- In recent years the headteacher identified a need to improve children's wellbeing across the school. As a result, the school has introduced a number of initiatives. These include sports, art and outdoor learning activities provided by partners and an emotional literacy programme being delivered by teachers in class. Staff have also undertaken professional learning in nurture and restorative approaches. They now need to implement these more consistently in classes to continue to improve relationships across the school.
- There are important weaknesses in how senior leaders evaluate the work of the school. Improvement priorities are not yet identified well enough through robust self-evaluation. The SLT need to work collectively to develop a more strategic approach to how priorities for improvement are identified. Senior leaders will need to carefully consider the pace of change

and the potential impact and risks of introducing new initiatives. It is imperative that senior leaders include teachers fully in evaluating the work of the school. Staff should be consulted more effectively when agreeing how new initiatives will be introduced. Importantly, the SLT should consider how staff's creativity can be used more effectively to support improvements in the work of the school. The headteacher needs to support staff, including the leadership team, to take greater ownership of reviewing and analysing data and information. This will help them to develop a clear understanding of the school's strengths and areas for development based on sound evidence. Moving forward, this will help inform staff's collective understanding for the rationale for change.

- Staff have high ambitions for all children. They are keen and able to undertake significantly greater roles in leading improvements across the school. The headteacher needs to support them more effectively to develop their roles as leaders. Teachers have little sense of ownership of recent developments in the school. They are unclear as to their role in improving the work of the school. This hinders their ability to implement new initiatives effectively in their classrooms. Teachers need to be given increased opportunities to undertake roles of responsibility, for example in improving the quality of learning and teaching and in taking forward school improvements. Doing so will greatly increase the school's capacity for taking forward improvement priorities. Staff need to be given time to embed recent developments more effectively in the work of the school. Making changes, as appropriate, to ensure they lead to sustained improvements in children's outcomes.
- The school quality assurance calendar indicates the planned annual timescale for reviewing the work of the school. Senior leaders are not yet using the calendar systematically to evaluate how effectively the school is improving children's outcomes. Senior leaders need to take a more structured and planned approach to improve how they evaluate the impact of improvements.
- In all classes, children have opportunities to undertake leadership roles in, for example, representing their class on the children's rights group. The school should continue to develop children's opportunities to reflect on and improve the work of the school. There is significant potential to empower all children to take increased responsibility across the school. All children would benefit from being more involved in making decisions across the school. This will help all children to develop their confidence in discussing issues important to them. Senior leaders share the school improvement plan with parents and partners. They should now consider how to involve parents and partners more fully in self-evaluating the work of the school.
- Parents are aware the school receives additional funding relating to pupil equity. Senior leaders use Pupil Equity Funding (PEF) to fund a range of initiatives to help children improve their attainment in literacy and numeracy and improve their wellbeing. Senior leaders now need to involve parents more effectively in identifying how PEF can be used to accelerate progress in closing the poverty related attainment gap.

## 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

- Children are polite, kind and keen to engage with visitors about their wider curriculum experiences. Most children feel that staff listen to them and that their views are taken into account. Children are respectful of each other and are proud of their school. Most children cooperate with each other well when working in pairs and groups. Teachers set clear expectations and have established routines, which support most children to settle in classes.
- Teachers and children create class charters collaboratively in all classes. The school values of respect, kindness, friendship, honesty, effort and hard work, are visible throughout the school. The school values do not yet inform the ethos of the learning environment throughout the school. Staff need to speak more actively with children about, and reinforce the importance and relevance of, the school values and children's rights. Teachers need to consider how lessons take greater account of the school values and children's rights. This will support a shared understanding of their significance to the school community and reinforce respectful relationships.
- Teachers are starting to develop learning through play in the early years. This is beginning to provide children with opportunities for creativity, discovery and curiosity. Children are developing their literacy skills across curricular areas when learning outdoors with loose parts. Senior leaders and teachers should now take greater account of national guidance to develop play to enhance children's experiences in P1.
- The majority of lessons are teacher led. As a result, children are often passive in their learning. Teachers need to develop their approaches to learning and teaching further to support children to be more active in their learning. This should include children being offered increased opportunities for personalisation and choice. Almost all children are capable of taking increased responsibility for leading their own learning.
- In a minority of lessons, the pace of learning is too slow. In these lessons, activities do not provide children with enough challenge. This results in a minority of children becoming disengaged in their learning. Teachers need to plan lessons which take better account of children's needs and interests and are set at the right level of difficulty. This includes increasing the pace and challenge of learning for all children across the school.
- In the majority of lessons, teachers' instructions and explanations are clear. This helps children to understand what they are being asked to do. Teachers share the purpose of children's learning in almost all lessons. This focusses mostly on what children are being tasked to do. In a few classes, children are involved in identifying how they will know they if they have been successful. Teachers now need to develop how their explanations of learning support children to know what it is they are learning and why.

- Learning opportunities labelled as 'Dunard Discoveries' are beginning to enhance children's experiences of learning that links across different subjects learning. Children's learning experiences are often captured in digital learning logs as 'Magic Moments'. They use these to share their learning with their parents.
- In a few lessons, teachers use questioning well to support children's engagement and understanding. Teachers should now develop how they use questioning to promote and develop children's curiosity and higher order thinking skills.
- In almost all lessons, teachers use interactive white boards to support how they deliver lessons. A few teachers use digital technology to enhance children's learning experiences. In a few classes children use digital technology well to support their learning. Teachers should now consider how they can improve their use of digital technology more consistently across the school to enhance all children's learning. Teachers regularly feedback to parents about their child's learning through a digital platform. The digital leaders' group are supporting children to extend this by linking with other classes for peer support.
- Teachers have developed a document explaining a shared expectation of quality learning and teaching at the school. This document is not yet influencing teachers understanding of a shared expectation of learning and teaching. Teachers now need to develop consistently high-quality learning and teaching across the school. Senior leaders need to support teachers to undertake increased opportunities to peer assess their class teaching with colleagues. Planning is beginning to identify specific areas for assessment. Teacher evaluations of these plans do not yet focus clearly on next steps for learners.
- A few teachers provide children with helpful verbal feedback. This supports children effectively to identify their next steps in learning. Teachers written feedback is not yet of a consistently high enough quality across the school. Teachers need to develop a more consistent approach to how they provide children with high quality verbal and written feedback on their learning, which supports children better to understand their next steps in their learning.
- Children are regularly extracted for additional support from almost all lessons throughout the day. Whilst this provides valuable help for those children who need it most, this frequently disrupts children's learning experiences. Staff, including senior leaders need to review how additional support is provided across the school to ensure extraction of groups does not impact negatively on children's experiences.
- Teachers need to develop further their understanding of all aspects of formative assessment. Assessment does not yet inform effectively how teachers plan lessons which build on what children can already do. Teachers need to develop their approaches to assessment further. Assessment needs to become more integral to how they plan learning and teaching which supports children to make improved progress. Analysis of structured summative assessment material is scrutinised by senior leaders. This information helps inform interventions to support children experiencing difficulties in their learning.
- Senior leaders meet with teachers regularly to discuss the individual progress children are making in literacy and numeracy. Children's general health and wellbeing is also considered at these meetings. Senior leaders and teachers need to analyse this data more effectively to identify universal and targeted support for individuals. This will support them to evaluate the effectiveness of interventions.

## 2.2 Curriculum: Learning pathways

- Children at all stages of the school experience learning that is based within the local community. The yearly planners and Dunard Discoveries overview provide themes for learning to ensure progression in all curricular areas. Partners enhance the curriculum by providing regular opportunities for children to learn outdoors. For example, working towards the John Muir, heritage hero and junior road safety officer awards. These partnerships add value to children's experiences through providing enjoyable and relevant learning for children. This supports them to develop their citizenship skills and contribute to the local community. Staff now need to consider how to develop this approach further with an emphasis on enterprise and creativity across all areas of learning.
- Teachers use progression pathways in most curricular areas to plan children's learning. They have developed a progression of writing skills which ensures writing across the school continues to develop at each stage. Teachers use the Glasgow City French planners from P1 to P7. Teachers now need to develop how they use progression pathways to plan for improvements in children's progress across all areas of the curriculum.
- Teachers have recently developed a digital learning strategy. They recognise that they now need to consider how to develop digital literacy across the curriculum to ensure children are equipped with the necessary digital skills for learning, life and work.
- The school needs to ensure that all children receive their entitlement to two hours of quality physical education each week.

## 2.7 Partnerships: Impact on learners – parental engagement

- Teachers use a range of ways of communicating with parents including newsletters, emails and texts. These provide parents with useful information regarding, for example, events at the school.
- Teachers use an online platform regularly to share examples of children's work. This helps parents to know what children are learning day to day.
- The school runs a number of family engagement activities to support families experiencing the greatest challenges. Parents feel more able to support their child's learning through their participation in these activities.
- A minority of parents do not feel they are kept up to date with the work of the Parent Council. The school needs to continue to support the Parent Council to promote its role in supporting improvements at the school.

## 2.1 Safeguarding

- 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.



### 3.1 Ensuring wellbeing, equality and inclusion

**satisfactory**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children are proud to attend the school. Staff know children well and have a good understanding of their strengths, family circumstances and individual needs. Most children say they have someone to speak to if they are upset or worried. Staff have successfully introduced a programme to support children with their social and emotional health. As a result, most children are able to talk about their feelings, and actions they can take to make improvements to their wellbeing. Staff are developing their use of restorative approaches to help children resolve and talk about the impact of their actions on others. Senior leaders in collaboration with staff and children, should finalise and implement the 'Promoting Positive Relationships and Behaviour Policy' ensuring it is fully understood and implemented by all staff. This will support greater consistency of how these approaches are implemented across the school.
- The school values and children's rights are highlighted well at school assemblies and at the beginning of each school session. These are incorporated in class charters. Children do not consistently demonstrate their understanding of the school values, or their importance. Children do not yet have a good understanding of their rights and their roles in protecting the rights of others. Teachers need to ensure their class charters are referred to more regularly. This should include referencing, discussing and highlighting the school values and children's rights. This will help develop further children's understanding of the school values and their rights.
- Most children are aware of the wellbeing indicators and what each one means for them. All staff should continue to embed the language of wellbeing indicators in daily school life. Children should be supported to evaluate their progress and wellbeing regularly against the wellbeing indicators. This will help them to set personal targets to improve their wellbeing. This would also support staff to begin tracking pupil attainment in health and wellbeing.
- Professional learning is supporting staff to develop their understanding of nurture, trauma informed practices and the impact of adverse childhood experiences. They have begun to implement nurturing principles throughout the school. This is beginning to lead to improvements in how children interact and manage their emotions. Senior leaders should now review the school environment, how teachers are applying these principles and how children are supported. Almost all children's experiences are affected in some way by children being extracted from class to access individual and small group interventions. This impacts both children being extracted from class and those remaining. Senior leaders need to consider how individual children's needs can be met better in class to ensure this increases children's experience of inclusion and equality. Senior leaders should continue to increase teachers' capacity to meet the needs of all learners alongside their peers.

- Most children feel that the school teaches them to have a healthy lifestyle. Almost all children feel they have a lot of chances at school to get regular exercise. They benefit from being active through a range of additional physical activities, provided by school staff and coaches.
- Senior leaders have established pupil groups to allow children to lead on aspects of wellbeing. These include junior road safety officers, peer mediators and buddies. Children speak positively of the impact these roles are having on their wellbeing. They enjoy working with others and developing their confidence in making decisions. Children in P6 are trained as peer mediators to support younger children in any playground disputes. As a result, P6 children are developing their communication and problem-solving skills and feel that their friendships are improving.
- Staff have effective procedures in place to identify children requiring additional support. They ensure children receive appropriate support when they need it. They have a single planning approach to meet wellbeing and learning needs through wellbeing assessment plans. Staff involve children and parents and carers, in agreeing short term targets for children to meet identified needs. These are reviewed and evaluated regularly with next steps identified. Senior leaders now need to ensure that, where partners are involved, they contribute fully to the child's plan, if appropriate. Staff provide effective support to families of specific cohorts of children, such as those with English as an additional language and those who are neurodiverse. Through this, parents and children are gaining access to external support and developing strategies that impact positively on their family life.
- Staff have an appropriate understanding of their responsibilities and statutory duties related to child protection, wellbeing, equality and inclusion. All children who require additional support interventions have individualised programmes and plans in place. Staff monitor children's attendance regularly. They are proactive in addressing barriers and work closely with families to improve attendance when concerns arise. These approaches are ensuring that the school's attendance levels remain high and in line with the national average.
- Senior leaders and staff engage well with a wide range of partners who provide supportive interventions for children and their families. Key partners collaborate successfully with each other to support children and families. Successful partnership working is helping to boost children's resilience, social skills and emotional literacy. Senior leaders should now evaluate the impact of these interventions to ensure continued improvements in children's wellbeing.
- Children are developing their understanding of diversity and equality. Senior leaders have used PEF to purchase new resources to support this, such as a range of diverse books for the library. Teachers plan learning and workshops on diversity, equalities and anti-racism. For example, Sense-over-Sectarianism, Show Racism the Red Card, Asylum Seeker and anti-Islamophobia workshops. These help children to recognise the importance of challenging discrimination and promote a respect for diversity and multiculturalism.
- Children's participation in outdoor learning activities provided by partners is helping them to connect to nature. The school now needs to develop a much clearer understanding of how these activities contribute to improvements in children's wellbeing. This includes how teachers can make more use of outdoor learning to support improvements in children's wellbeing.
- 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. A few areas for improvement have been agreed with the school and the school meals provider.

### 3.2 Raising attainment and achievement

**satisfactory**

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 across the school is good. At early, first and second level, most children achieved expected CfE levels in literacy and numeracy. The wide range and high number of small group interventions supports most children to achieve expected CfE attainment levels in literacy and numeracy. Across all levels, a minority of children have the capacity to make better progress and achieve more.
- The majority of children who require additional support are making appropriate progress from their prior levels of learning in literacy and numeracy.

#### Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

#### Listening and talking

- At early level, children take turns when listening and talking in groups. They follow and give simple instructions. At first level children share ideas using appropriate vocabulary to engage others. At second level most children communicate clearly, audibly and with expression in different contexts. At second level the majority of children recognise some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and rhetorical questions. Across the school, children need to develop their skills in sharing their opinions and respecting the views of others.

#### Reading

- At early level, most children recognise a range of common words and talk about characters from simple stories. Children at early level need to develop further their knowledge of sounds, letters and patterns to read words aloud. Children at first level read with expression and summarise the main ideas of a text well. At second level, children respond to a range of literal, inferential and evaluative questions to demonstrate understanding of texts. At first and second level, children require support to develop further their reading for enjoyment.

#### Writing

- At early level, children use a capital letter and full stop accurately in writing. They write short sentences using simple words with growing confidence. Children at early level need to develop their skills further in spelling familiar words correctly. At first level, most children write independently and for a variety of purposes. At second level, children create texts for a range of purposes and audiences using different styles and genre. Children at first and second level need to be supported to present writing in a clear and legible way, using images and other features as appropriate.

## **Numeracy and mathematics**

- Most children across the school are making good progress in numeracy and mathematics. At all levels, children need to improve the presentation and layout of their numeracy and mathematics work.

## **Number, money and measure**

- Most children at early level add and subtract to 10 with accuracy. They recognise and identify numbers to 20. Children would benefit from improving their numeracy skills further through the context of play. At first level, children count forward and backwards in 2s, 5s and 10s. They add and subtract multiples of 10 or 100 from whole numbers up to 1000. Most children estimate how long an object is. The majority need to improve their knowledge of relationships between units of measure to make simple conversions. At second level, most children use their knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems. They record time in both 12-hour and 24-hour notation and convert between the two. Children would benefit from increased opportunities to apply their numeracy skills in real-life situations.

## **Shape, position and movement**

- Children at early level recognise, describe and sort two-dimensional (2D) and three-dimensional (3D) objects. At first level, children know that a right angle is 90 degrees and find angles in the environment. They can name and identify a range of simple 2D shapes and a few 3D objects. They are not yet confident at using mathematical language to describe their properties. Most children at second level accurately describe a range of angles, including obtuse and reflex angles. They are confident in their understanding of 3D objects. Teachers should give children opportunities to use digital technology to draw 2D shapes and 3D objects.

## **Information handling**

- At early level, most children sort items according to set criteria. They are unfamiliar with interpreting simple charts to find out information. At first level, children answer questions to extract key information from data sets including charts and graphs. At second level, children collect, organise, display, and interpret data accurately. They use the language of probability accurately to describe the likelihood of an event. At first and second levels, more children should be given the opportunity to develop their skills in using digital technology to create simple graphs.

## **Attainment over time**

- Senior leaders and staff have established a clear and comprehensive system to collate and track children's progress and attainment in literacy and numeracy. They are able to identify the progress children make as they move through the school, this includes identification of children who arrive in school throughout the academic session. They now need to expand this system to evidence how well children are progressing in all curricular areas.
- Staff have employed a range of targeted interventions to raise attainment and accelerate progress in literacy and numeracy for children impacted by poverty. These are having a positive impact on children's attainment in literacy and numeracy. These interventions are improving children's attainment in literacy and numeracy over time, particularly those most affected by poverty. However, children's attainment in other curricular areas is adversely affected by the regular and frequent disruptions caused by children being extracted from class for additional support in literacy and numeracy. Senior leaders need to review the range, number and frequency of these targeted group and individual interventions. This should include considering how all children's attainment over time can be improved in all curricular areas.

## **Overall quality of learners' achievements**

- Children are proud that their achievements both in and out of school are valued and celebrated. They take part in an extensive range of activities offered by partners. Their participation in this range of in-school and after-school experiences provides them with opportunities to succeed. Teachers track children's participation in these activities to ensure equity of opportunity. They should now monitor the extent to which these opportunities deliver positive outcomes for children. Staff should provide children with more say about the opportunities in which they wish to participate. Children are not yet able to describe the skills they are developing as a result of these activities.
- Children are not yet afforded sufficient opportunities to achieve in a wide range of activities through the curriculum. Teachers need to support children to achieve more through delivering lessons which, build on children's skills progressively through a range of wider achievement opportunities.

## **Equity for all learners**

- All staff have a good understanding of the range of barriers to learning children may face. They are particularly aware of the unique opportunities and challenges for children who attend the school. Senior leaders use a range of attainment data and their knowledge of children and families appropriately to inform approaches to equity. They have taken sensitive and effective action to mitigate against the barriers children may face. For example, they address the cost of the school day by reducing or cancelling the cost of excursions. Staff are also aware of the cost-of- living impact on low-income families and provide free afterschool care for some working parents. Parents recognise and appreciate the various supports that the school provides. This supports a few parents to access further study or employment.
- Senior leaders use PEF to fund additional staff to provide targeted small group interventions for children within literacy, numeracy and health and wellbeing. This is leading to children in the lowest SIMD achieving the same as their peers in literacy and numeracy. Senior leaders should continue to ensure and sustain this progress towards closing the poverty related attainment gap. They should now track and monitor the impact of interventions on other cohorts of children to ensure equity. This should include children who are care experienced, young carers and those who have English as an additional language.

## 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.