

# Summarised inspection findings

**Park View Primary School**

**South Lanarkshire Council**

**SEED No: 1002821**

**12 December 2017**

## Key contextual information

Park View Primary School is located in Halfway, Cambuslang. The school was opened in 2013 following a catchment area review in the local area. The school opened with 51 children on the roll. The current roll is 177 spread over seven classes.

### 1.1 Self-evaluation for self-improvement

very good

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

- The school has very successfully involved parents, children and partners in self-evaluation and school improvement. Parents complete surveys, questionnaires and provide feedback on a range of school issues. These include, for example, the development of the homework policy, the school vision and the school strap line: We create. We challenge. We care.
- Parents are enthusiastic about staff involving them in workshops which help them understand what their children are learning in school. The workshops help them to support their children's learning. Parents appreciate being consulted on their children's individual target setting. The school regularly celebrates children's achievements through its social media account.
- Partner agencies are involved in evaluative activities and provide feedback, formally and informally, on aspects of the school's work on a regular basis. The school successfully involves local businesses in school improvement through the world of work initiative. The school should look for opportunities to involve local partners further.
- Commendably, children are increasingly actively involved in self-evaluation and shaping school improvement. They have very good opportunities to be involved in a range of committees which include the pupil council, the library group, the right on time group and the learning group. Children decide on aspects of improvement that they wish to take forward. All pupils are encouraged to make suggestions at assembly or to staff members directly. Every class has a suggestion box that children can use to pass on ideas and comments. Senior pupils have recently visited classes to evaluate learning experiences.
- Children have very good opportunities to develop leadership roles by undertaking special responsibilities. They have a real pride in their school and are confident when talking about their learning and how they contribute to the school as a whole. Children are confident about ensuring improvement in their own learning. They know when they achieve their targets and meet their learning intentions. They are becoming ever more confident in self and peer assessment as part of their regular class work.

- All teaching and support staff enjoy leadership responsibilities within the school and contribute to whole school efforts to continuously improve the quality of learning, teaching and pastoral care. Across the school and learning community, all staff share their practice formally and informally. They consistently support each other in order to collectively improve performance. All staff are reflective practitioners. They are enthusiastic about developing new skills and they engage in high quality professional learning activities which are clearly linked to the improvement priorities of the school.
- The school has very clear approaches to quality assurance including a comprehensive quality assurance calendar. This ensures that there is an extensive range of evaluative evidence of strengths and areas for development across the school year. Staff and pupils observe lessons, pupils' work and classroom displays and provide individual and collective feedback on learning and teaching.
- Staff make very good use of a range of assessments in all classes to gather information about children's learning and help to plan next steps. For example, regular summative and standardised assessments are undertaken throughout the year to inform progress in literacy and numeracy. Class assessment folders, pupil folios and 'Snapshot Jotters' support the monitoring of children's learning across the school. Professional dialogue about assessment is a regular feature of the school's work. The headteacher has a strong understanding of every child's attainment and uses this knowledge effectively to target support and ensure appropriate pace and challenge.
- Staff participation in moderation activities using national benchmarks, both within the school and with cluster colleagues, has resulted in them having a good understanding of national expectations. The school's analysis of professional judgements against standardised assessments evidences the reliability of these judgements. Last session staff's focus on developing aspects of numeracy and talking and listening is showing clear impact on children's experiences and progress. Having identified the need to improve spelling across the school, significant work was undertaken to develop an approach to spelling. This work is having an impact of children's progress. Staff are currently focusing on developing consistent approaches to teaching writing.
- The school participated recently in a successful validated self-evaluation activity with colleagues from South Lanarkshire Council. This looked at the deployment and work of support staff in the school. Commendably, the school was found to be a model of good practice.
- The school improvement plan clearly identifies areas for improvement. Staff make very good use of data and research that they carry out to identify school development priorities. There are clear and detailed action plans to support staff in taking these forward systematically and successfully. The school has developed its own tracking database to record children's progress. It is also part of the pilot for the authority's tracking initiative.
- The school's approaches to self-evaluation have clear impact on children's successes and achievements. For example moderation activity in school and in the learning community has established consistency of approach and promoted shared understanding of standards and expectations. Teachers' professional judgement is increasingly robust.

## 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. At the time of the inspection, there were no identified areas for development.

### 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:

- The school has a very clear and consistent approach to assessing children's attainment and, as a result, was able to provide a range of attainment data. This data indicates that progress towards the expected Curriculum for Excellence levels in literacy and English language and numeracy and mathematics is strongest at the early and middle stages of the school. In P1 and P4, most children attained expected levels in literacy and English language and numeracy and mathematics. At P7, the majority of children attained expected levels in reading and listening and talking. Less than half attained expected levels in writing and numeracy. Inspection activities, including lesson observations, sample groups and the sampling of children's work, confirm the accuracy of the school's attainment information.
- All staff have a strong understanding of the school's socio-economic context and the specific needs of individuals and groups of children such as those with additional support needs. Regular analysis of a range of data, including attendance, is ensuring that individual children's progress is being closely monitored. The need to improve attainment at P4 and P7 has been identified as a priority this session. Children at these stages are benefiting from a range of interventions, including significant literacy and numeracy support from the Pupil Equity Fund (PEF) Coordinator. Early indications show that the increasing range of interventions being provided by the school to raise attainment is benefitting those involved. Analysis of attainment data shows that most children with additional support needs are making good progress. Overall, almost a quarter of the school are supported by targeted intervention groups. The school should continue with its plans to develop further its approaches to demonstrate the impact of such interventions.
- Staff have begun to assess children's progress across all curricular areas in relation to Curriculum for Excellence levels. The school has identified the need to review their approaches to better reflect the recently published curricular benchmarks.

#### Attainment in literacy and English

- The school is committed to improving attainment in literacy and English language. In the previous school session, staff identified listening and talking as an area for improvement. They worked with each other to moderate children's attainment in listening and talking and develop approaches to improve outcomes for children. The school is now focusing on further developing approaches to teaching writing across the school. Overall, children are making good progress in literacy and English language from their previous levels of learning. Those who experience difficulties in developing literacy skills are helped to improve by a range of well-targeted support strategies including 'Catch up Literacy'.

- **Listening and Talking:** Overall, attainment in listening and talking across the school is good. At all stages children listen well. They respond to each other, and to adults, in a friendly and respectful manner. Children at the early level listen well to their teacher. They show a genuine interest in learning and generally respond well to questions about their learning. At the first and second levels, children listen well to each other and respond appropriately clearly. Children at all stages work well together in small groups sharing ideas and collaborating on tasks.
- **Reading:** Overall, attainment in reading across the school is good. The use of active reading strategies and the consistent use of STAR (sitting together and reading) time across the school has supported children's learning in reading. At the early level, most children are making good progress in developing reading skills and are learning to recognise letters, sounds and common words. They engage very well with stories and enjoy hearing their teachers read to them. At first and second levels, most children read aloud with fluency and understanding. A majority enjoy reading for pleasure. They engage well with active reading activities and show enthusiasm about the characters and plot in their class novels.
- **Writing:** Overall, attainment in writing across the school is good. At all stages, children are given regular opportunities to write at length and for a variety of purposes. At early level, they are making good progress in developing their writing skills and are learning to form letters, words and sentences. At the first level, children improve their writing skills by planning their writing together and commenting on each other's work. By the end of the second level, most of children can create a range of extended texts for different purposes using appropriate punctuation and spelling. The presentation of written work across the school is, generally, of good standard and children produce good quality work linked to their learning in different curricular areas. The school has developed its spelling programme and this is helping to improve standards.

### **Attainment in numeracy and mathematics**

- Overall, children's progress from prior levels of attainment in numeracy and mathematics is good. Improving attainment in numeracy is a central feature of the school's work. For example, the school's commitment to providing more opportunities for small group teaching as part of its PEF plan benefits children at P4 and P7 in particular. All staff involved at these stages observe that this is already having a positive impact across the entire year group. Staff work with each other, and with colleagues from neighbouring schools, to moderate children's learning in relation to 'time' from early to second levels. This approach has also been used to improve outcomes for children who are 'learning to add' across early, first and second levels. The use of weekly summative numeracy assessments across the school is used effectively to inform teachers' short-term planning.
- A well-established credit union is enabling children to develop skills in managing their personal finance from a young age. Children throughout the school have an opportunity to save money on a weekly basis. The high level of engagement with this service exceeds expectations when compared with other schools. Finance skills are further developed through a range of curricular experiences, including enterprise and world of work activities. Children at first level were observed confidently identifying and using all coins. Most were able to explore different ways of making the same total.
- **Number, money and measurement:** Throughout the school the importance of place value is being reinforced. At early level, children are developing their understanding of

numbers within ten and what number comes 'after' in a number sequence. At first level, the majority of children can read, write and recite whole numbers to 1000. By second level, the majority can explain the link between a digit, its place and its value for numbers to three decimal places. The majority of children can use their knowledge of equivalent forms of common fractions and decimal fractions. Children are encouraged to utilise their measurement skills in other areas of the curriculum. For example, wall displays featuring novel studies were used to support measurement activities of key characters in centimetres. Children are developing their timekeeping skills. In P2, almost all children can tell the time using o'clock and half past using an analogue clock.

- **Shape, position and movement:** Throughout the school, children demonstrate a good understanding of both 2D shapes and 3D objects. Children have opportunities to explore the use of shape in the world around them. By first level most children can identify tiling patterns within the school building and capture images of these using digital technology. They can identify a single line of symmetry and demonstrate their understanding by creating a symmetrical drawing. By second level, the majority of children can use mathematical language, including acute, obtuse and straight-line, to classify a range of angles. They can use specific vocabulary to identify and describe the properties of different types of triangles.
- **Information handling:** Planned learning for information handling across the school is linked to information technology and is undertaken at a certain point in the year. As a result, there was limited evidence of information handling across the school at the time of the inspection. At first level, children can extract information from a bar graph. By second level, children can gather data using tables and display it using a bar graph. The school should continue to create opportunities for children to develop their information handling skills throughout the school year.

#### **Attainment over time in literacy and numeracy:**

- The school has maintained detailed assessment information for all children since it first opened in 2013. Significant growth in the school population over the past four years limits the use of tracking cohorts of children. However, this is being overcome through the school's tracking of individual attainment. The headteacher has a clear understanding of the range of factors influencing attainment and children's progress at each stage in the school. This strategic overview is used effectively to inform school improvement and identify the need for, and effectiveness of, universal and targeted interventions. The school's predictions for achievement of Curriculum for Excellence levels by the end of this session are informed by the monitoring of targeted interventions and analysis assessment information. Staff predict that the majority of children will attain expected Curriculum for Excellence levels by the end of this school session.
- Staff developed an approach to spelling to meet the specific needs of the school. The use of standardised spelling assessments to measure the implementation of this over the past two years shows that all children are making progress. The school recognises that further progress needs to be made.
- Robust record keeping and tracking systems are in place to monitor and record a wide range of assessment information. The school has identified the need to streamline these systems and staff have worked with each other to address this. The school's commitment to piloting a new data collection system being developed by the local authority, supported



by professional learning for staff on the effective use of data, will further enhance the effectiveness in using data to raise attainment.

### **Achievement:**

- Achievement is celebrated through assemblies, displays, achievement boards and through the school's social media account. All children have their 'Amazing Achievements Book' in which they record details of the school and community clubs they attend, special awards they receive and any school responsibilities they undertake in addition to their personal targets. This follows the children through school, enabling children and staff to track their achievements over time. There is scope to make further use of this information to enhance the tracking of children's progress and ensure equity of opportunity.
- Staff provide an extensive range of clubs for the children, in addition to the activities provided during 'Friday Club' time. Children select from a wide range of activities, participating in vertical P1 – P7 groupings. This is helping build relationships across the school and provides all children with opportunities for personalisation and choice.
- Just over a quarter of children are developing a range of skills through their membership of school groups and committees. These include the pupil council, Library Group, Junior Road Safety Officer, Sports Committee and Charity Committee. The 'Right on Time' award, led by the Right on Time group is helping the school reduce levels of late-coming across the school, supporting the school's PEF initiatives. The eco committee have already led the school to achieving a silver eco schools award. House Leaders develop house challenge competitions for the whole school, promoting responsible citizenship. Children have a pride in their school and are confident when talking about their learning and how they contribute to the school as a whole. The school should continue to involve children in exercising responsibility and leadership roles, focussing on developing skills for life, learning and work. Building on this positive start, there is significant scope to increase the number of children involved in leadership activities.
- Children across the school benefit from a wide range of sports clubs delivered by staff and partners. These include karate, football, volleyball basketball, running and bike ability. The school's commitment to sport has been recognised through their achievement of Sport Scotland's 'Silver School Sport' award. Further recognition has been given by Rutherglen and Cambuslang Sports Council who have awarded the school a Merit Award.
- The provision of an annual residential experience, open to all P6 and P7 children, is contributing to the development of children's confidence and independence. At the time of the inspection, the majority of current P6 and P7 children had recently participated in a trip to Lendrick Moor. Children involved in this activity spoke positively about this experience. Staff ensure that potential barriers to participation are removed. For example, children's involvement in enterprise activities helps reduce the financial implications of this for families.
- The school accommodation benefits from having a stage and lighting rigs. This enabled all children to participate in the school's first major drama production, 'Pirates versus Mermaids', in school session 2015/16. This whole school inter-disciplinary topic supported the successful development of literacy, expressive arts and technology skills and resulted in this event becoming a major highlight of the school's journey so far.



**Equity for all learners:**

- The involvement of staff, children and parents in developing the school's PEF plan has resulted in a shared understanding of the identified needs within the school. The need to support children's emotional wellbeing and to provide more small group teaching were key elements of this plan. Professional learning and the effective use of data has ensured that staff are clear about the school's attainment gaps and the underlying reasons for these. The effective deployment of staff, in addition to the provision of professional learning opportunities for both teaching and support staff, is increasing the effectiveness of the interventions designed to close these gaps. For example, the planned introduction of 'Combined Use of Sand Trays and Talk and Draw', the expansion of nurture groups and the imminent planned introduction of 'Give us a break'. The Pupil Equity Coordinator is effective in ensuring clarity of planning and delivery and the monitoring of progress.
- The attainment of children experiencing barriers to learning arising from their socio-economic background is being monitored. This data indicates that most of children in this group are making appropriate progress in reading and numeracy.

## 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.

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