

19 March 2024

Dear Parent/Carer

In January 2023, HM Inspectors published a letter on St Marnock's 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. 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.

Continue to improve learning and teaching approaches to help children make better progress in their learning. In doing so, ensure the pace of learning is brisker and planned at the right level of difficulty for all children.

Staff have worked well together to improve the quality of learning and teaching across the school. They have undertaken relevant professional learning and now plan children's learning experiences at a more appropriate level. Teachers are now delivering lessons which meet the needs of all learners more consistently across the school. They are increasingly encouraging children to make choices about the level of difficulty they wish to undertake in a learning task. Most children are confident that their work challenges them to do their best. A few children would like their work to be more challenging. Teachers should continue to review and develop approaches to setting work at the appropriate level of difficulty for all children and include appropriate challenge.

Teachers share the purpose of learning with children at the start of lessons. They also share with children how to be successful in their learning. This is helping children to understand more fully how well they are doing and what they need to do to improve. Most children talk about the purpose of their learning and reflect effectively on how successful they have been. Teachers offer more opportunities for children to reflect on their learning. This should continue to be an area of focus in order that children have a good understanding of their strengths and what they need to do to improve their work.

Teachers are working collaboratively with colleagues to discuss and plan learning. They are making effective use of strategies to structure individual lessons including the use of timers and digital technology. Teachers should continue to develop approaches to ensure individual lessons are brisk and that learning time is maximised in all classes. Staff have continued to develop approaches to play-based learning at early level. They have developed the indoor and outdoor environment to ensure that these are flexible and based on the needs and interests of the children. Teachers should continue to carefully monitor the progress of children to ensure learning continues to be brisk and builds on previous learning.

Across the school, children are benefitting from increased choice within their learning. As a result, children are increasingly motivated and engaged in learning. Senior leaders have invested Pupil Equity Funding to implement a whole-school approach to nurture. The aim of this approach is to support all children to make better progress in their learning by increasing

their readiness to learn. Children can access weekly groups such as 'Nurture Natter', the 'Calm Café' and 'Time to Talk' sessions. These are helping children to talk about their emotions and learn about strategies to help them engage more effectively in their learning.

Continue to develop approaches to assessment and sharing standards which enable teachers to take a greater role in identifying children's next steps in learning. Improve how assessment data and other key information are used to help to ensure that all children are making the best possible progress.

Senior leaders have taken positive steps to improve the way they assess children's progress. Teachers are now more fully involved in assessing children and identifying their next steps in learning. Staff now make use of a streamlined assessment calendar which helps them to organise and deliver a range of assessment activities throughout the school year. They plan interesting and relevant contexts which enable children to demonstrate their knowledge and skills in different ways. In most classes, teachers provide helpful verbal and written feedback on children's learning. Children identify and share aspects of their learning through online learning journals. This is helping them to reflect on their progress. Children at the early level are becoming increasingly capable of recording their own achievements to share with parents. Parents enjoy engaging in their child's learning in this way. A few parents would welcome more regular information about their children's progress.

Senior leaders and staff use a wide range of information to ensure that children receive appropriate challenge and support in their learning. Staff now work closely with senior leaders to identify interventions for children who may require them, for example, by providing nurture support. Senior leaders meet with staff termly to discuss children's progress and to plan appropriate next steps in learning. Senior leaders now have a clearer picture of children's progress as they move through the school.

Staff value the opportunities they now have to work collaboratively with colleagues working at the same level within and outwith the school. They report that these opportunities for professional dialogue are enabling them to develop their confidence in making more robust judgements about children's progress.

Monitor and evaluate approaches to raising attainment for all learners.

Senior leaders and staff now use more effective approaches to identify the school's strengths and areas requiring improvement. This is enabling them to evaluate the school's approaches to raising attainment more robustly.

Across the school, staff deliver a wide range of approaches and interventions to raise attainment for all children. This session, staff have introduced a new reading programme for children at first and second levels. This is helping to ensure that there is greater consistency in the way reading is taught across the school. The new reading programme is helping children become more independent and confident readers. Staff are strengthening their approaches to teaching phonics and have established a whole school approach to support consistency and progression in learning.

Teachers work very well together to take forward new developments. They visit each other's classes to share good practice. Staff also benefit from high-quality professional learning

which is supporting them well to strengthen school improvement. For example, the development of play at the early stages. Teachers are keen to be leaders of change and take forward new initiatives to help raise attainment for all children. Examples of successful improvement projects include digital learning and developing approaches to nurture. Teachers leading new developments support their colleagues well, offering professional learning sessions and modelling teaching approaches. Teachers value greatly the support they receive from their colleagues. New developments are having a positive impact on children's progress and attitude to learning.

Senior leaders and staff work together to identify children who may benefit from targeted interventions. They make positive attempts to include parents in this process. Senior leaders and staff monitor the impact of interventions more closely. There are examples of children who are making better progress in their learning as a result of additional help.

Senior leaders and staff continue to work effectively with partners to extend and support children's learning experiences. As a result, children are able to enjoy a wide range of sporting and cultural experiences. Senior leaders and staff are acutely aware of the cost of the school day and take positive steps to remove any additional costs for parents. Parents appreciate the ongoing care, consideration and support senior leaders and staff offer to families in the school community. Senior leaders and staff are aspirational for their children. They take every opportunity to engage with the wider community to provide children with valuable and meaningful experiences.

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.

Jackie Maley
HM Inspector